



DELHI PUBLIC SCHOOL, BANGALORE SOUTH

INCLUSION / SPECIAL EDUCATION NEEDS POLICY

INTRODUCTION

As mentioned in the school's Admissions policy, the school counsellor actively participates in the parent/child interaction at the time of the admission process to evaluate if the child has any Special Education Needs.

Delhi Public School, Bangalore South strongly believes in providing quality education to all children with a learner-centred approach to education. With this in mind, it recognizes the need for a coherent and strong guiding policy for students facing special learning needs, so that they have the opportunity to access learning and be integrated into mainstream classrooms without fear of discrimination or distress.

DPSBS has created a school system that is built on sound fundamentals and instils a sense of civic responsibility in a global perspective. The intent is to strive towards excellence by responding to changing needs and expectations of the digitally active global community. Our curriculum is inclusive and encompasses the brilliance of academics, skill training and values to enhance intellectual competence, dynamism, versatility and character.

Apart from the academics, we at DPS BS also provides infrastructure accessibility like ramps and lift, easy entry and exit, stairs with rails for the children with special needs which enables them to access all the facilities provided by school without any physical barriers.

As a school we are always ready to identify and actively address the barriers in order to create barrier free access to the students in their process of learning. We believe that all students of our School should have meaningful and equitable access to the curriculum offered. The pedagogical framework of the school supports, values and caters for student diversity and respects individual learning differences and preferences. This framework allows students a greater degree of autonomy and independence.

IB INCLUSIVE PHILOSOPHY

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

The terms "inclusion" and "inclusive education" refer to a broad understanding that embraces the diversity of learners and all minority groups. Inclusion is achieved through a

culture of collaboration, mutual respect, support and problem solving. This is in tandem with the philosophy of our school.

The IB supports the following principles of an inclusive education where:

- **education for *all*** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include ***all* members of a community**
- *all* students experience **success** as a key component of learning.

ACCESS ARRANGEMENTS

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access arrangements are available throughout the course of study. This policy must guide teachers in their plans to meet the access requirements of students for all their work during their educational journey in the school.

The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements, this policy must be used in conjunction with teacher observations to plan the necessary access arrangements for the student.

The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests.

Access arrangements must also be continuously monitored to ensure that they remain the optimal support for that student.

PSYCHO-EDUCATIONAL ASSESSMENT/ MEDICAL REPORT

Evidence required (supporting documentation)

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application “Request for inclusive access arrangements”.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

The school reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

All supporting documentation must:

- be legible, on a document with a letterhead, signed and dated
- state the title, name and professional credentials of the person(s) who has undertaken the testing
- state specifically the tests or techniques used
- be consistent with the coordinator’s request for access arrangements

Educational evidence can be a letter/observational report from the coordinator and/or the candidate’s subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spellchecker).

FACILITIES

Our school aims at overcoming one of the barriers to learning by providing facilities that are accessible to all members of the community to promote learning:

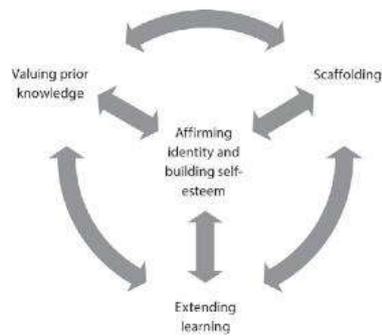
- **Differential instruction:** Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.
- **Creating optimal learning environments.**
- **Collaboration**
- **Technology -Assistive technologies**
- **The facility of various therapies like occupational therapy, counselling, yoga therapy, along with life skill training is provided to CWSN as per their need in school premises without any extra charges. The assistance from other specialists is procured on demand.**
- **Individual education plan IEP is formulated and implemented in collaborative teaching and adaptations of the curriculum are done as per the needs of CWSN. Learners with mild educational needs are integrated with grade-level classes for academics and extracurricular activities and are pulled out to transact the academic curriculum at their level by special educators.**
- **Functionally adapted curriculum integrated with a life skill training programme and maximum exposure in mainstream classes is provided to all learners**

DIVERSE LEARNERS IN THE CLASSROOM:

Learner variability is a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience.

Within this understanding it is recognized that there is no average brain and thus no average student.

The IB has identified four principles of teaching that promote equal access to the curriculum for all learners across the continuum of IB learning.



ROLES AND RESPONSIBILITIES

Curriculum

Within the school curriculum, DPSBS has made provisions to give students the opportunity to learn about cultural diversity.

We aim to endorse and practice new ways of teaching and learning to help students understand and appreciate diversity through intercultural learning that enables the students to benefit.

We also encourage language learning, be it the mother tongue, the host nation language or an international language to encourage students to accept and appreciate all cultures and hold them to equal value.

At Delhi Public School, Bangalore South we aim to educate the whole person, to develop students not only academically but also emotionally, physically and morally to achieve their full potential.

Mentors

We believe in creating a happy learning environment conducive to learning and encourage strong mentor-student relationships to help new students, or students with special needs to integrate into the school community.

DPSBS School provides training to all its teachers and support staff to ensure that they are equipped to deal with student problems and issues in a culturally sensitive and inclusive way.

IBCP Co-ordinator

Our School holds a determined an aspirational vision to create a fully cohesive and inclusive society. One where the rights and access to equitable opportunities for students with special needs are assured and protected.

The IBCP Coordinator ensures that the appropriate information is imparted to students, teachers and families regarding inclusive assessment under conditions, and with accommodations, that are as fair as possible.

The IBCP co-ordinator additionally ensures that the curriculum provides teaching and learning activities that are accessible so as to reduce barriers to participation in learning. This includes but is not limited to:

- collaborative planning and reflection that incorporates differentiation for students' learning needs and styles
- the written curriculum provides opportunities and encourages the school community as a whole to reflect on human commonality, diversity and to explore ideas from different perspectives.

The IBCP co-ordinator also provides support in managing the teaching staff and ensuring that all teaching staff collaborate to support the needs of the students within the IBCP.

Teachers

The IBCP teachers are directly responsible in providing support to their students in the classes as the teachers have maximum interaction with their respective IBCP students and receive first-hand feedback from students. Hence the teachers need to ensure that the developed curriculum supports learning and that they are able to provide accessible teaching and learning activities.

Teachers are directly responsible for creating positive classroom environments conducive to joyful learning of all students. Teachers are constantly encouraged to proactively identify and eliminate barriers to learning in diverse student populations and adapt/ modify curricula, teaching and learning strategies as needed. Teachers must reject the idea that some learners may not be able to learn due to individual deficits but instead sought out new ways and strategies to ensure that all students are given opportunities to learn and catch up to speed.

Teachers need to build a relationship of trust with their students that fosters a sense of belonging to the community, where students feel cared for, understood, valued, appreciated and safe.

Teachers will also need to ensure that students feel included in decisions regarding them in the context of learning. Students must also be encouraged by teachers to develop the attributes of the learner profile and to reflect upon themselves as learners.

Guided by the IB Coordinator, teachers are responsible for developing teaching and learning programmes through carefully thought-out curriculum. This curriculum must be inclusive and should provide equitable access to all students.

Teachers that are also Mentors will be responsible for overseeing the needs of individual students. They will regularly discuss student progress and individual student needs with the IBCP Coordinator and the Head of School

ANTI-DISCRIMINATORY POLICY

DPSBS takes discrimination on any ground very seriously. We levy a no-tolerance policy on discrimination based on gender, social background, ethnicity, religion, disability, or any other factor.

Owing to its geographical location, DPSBS has a diverse student and parent demographic. Situated in Metropolitan city like Bangalore the students as well as teachers of our school belong to varied ethnicities, religions and socioeconomic factors making it a very vibrant community that learns from each other and appreciates one another. Discrimination on any grounds is taken very seriously at our school with severe repercussions.

Bibliography

https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?root=1.6.2.2.7&lang=en&odd=ibo.odd&view=div

Access and inclusion policy Published November 2018 Updated February 2021, August 2021, February 2022.

https://resources.ibo.org/ib/works/edu_11162-38434?lang=en