

Lancers International School

Inclusive Education Policy 2022



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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

Mission

The LIS mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical citizens of the world. Lancerians are understanding and respectful towards people of all races and cultures.

LIS Objectives

1. To develop healthy, sensible, well rounded, and complete human beings through academic, aesthetic, and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop, through community service, respect for the environment, and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect, among children and adults, is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents, and children evolve together to create a new social awakening.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

Inquirer - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.

Risk-Takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

Inclusive Education at Lancers International School

Rationale

The Inclusive Education Policy aspires to fulfil each aspect of the mission statement as follows:

...become life-long learners

The learning support handbook is pivotal in ensuring the success of students with learning needs along their educational pathway. The transdisciplinary and ATL skills such as thinking, communication, social, self-management and research are essential to the growth of all children. The learning support handbook ensures the development and reinforcement of these skills to provide a solid foundation for learning.

...who is responsible

The learning support handbook supports the shared responsibility of coordinators, teachers, students, parents for all students' learning.

...disciplined and ethical citizens of the world

The handbook supports our young learners to become disciplined as they are guided by the teachers and Coordinators to adhere to school policies. Becoming ethical citizens is the key to developing international-mindedness. Our students are guided to be open-minded in accepting the diversity in all cultures.

... is understanding

The learning support handbook bolsters the idea of understanding, by and for, each individual for differentiated learning to reach their full potential.

...and respectful towards people of all races and culture

The learning support handbook validates the equal status of all learners, the context and cultures from which they come. It endorses an awareness of the diversity of learning styles and educational needs of all our students within our international community. Our referral process ensures a collaborative approach where there is a sense of responsibility being shared by all who are part of a student's education. At LIS the classroom/subject teachers are collaboratively supported by specialists and the support services team, to ensure that students receive what is required to be successful in their learning environment.

Aims

Lancers International School offers Learning Support as per the aims of the International Baccalaureate Inclusion Guide. The school seeks to enable every student to derive maximum benefit from the curriculum. It aims to reduce the behavioural and academic barriers by adapting to different learning styles, interests aptitudes and believes everyone can succeed.

We believe it is the responsibility of all those who interact with students to provide a supportive emotional, social and academic environment, focusing on the unique talents, abilities and needs of the whole child.

All elements of the learning support handbook aim to increase independent access to the curriculum. We believe effective learning support utilises a collaborative approach, supporting students, teachers and parents in developing an environment that results in optimum learning. It is the responsibility of all teachers to ensure that support is relevant, contextual and consistent with the school curriculum, occurring inclusively wherever possible.

To support learning for all students at Lancers International School, we have adopted the term ‘Learning Support’ to cater to the wide spectrum of need along a continuum and to include the gifted and talented.

Fundamental Concepts

The primary concept underlying the Lancers International School approach to learning support is an inclusive model. We recognise that students require a range of strategies to access and participate in the curriculum effectively, through identification and early intervention.

We focus on formative assessment practices that enable teachers to identify current levels of understanding and adjust instruction accordingly. Teachers employ effective teaching strategies which facilitate learning by providing differentiated approaches that are responsive to individual learners’ needs. This enables every student to reach their full potential regardless of ability or background.

Our goal is to ensure all students are supported in achieving success at school, enabling them to become life-long learners. We recognise that the responsibility for student success lies with teachers, parents and students themselves, working collaboratively in developing an environment that results in optimal learning outcomes.

By recognising individual strengths and needs, we aim to empower our students and provide them with strategies, resources and support required for their success.

Diversity

At Lancers International School, we recognise that diversity is a critical component of inclusion and believe it is essential to address the individual needs of each student. All students are respected, valued and celebrated for their unique perspectives and experiences. We understand that our diverse community is enriched by the array of backgrounds, cultures, religions, physical abilities, gender identities, and sexual orientations.

Respect

At Lancers International School, we promote a culture of respect for each other's differences. We strive to create an environment where all students are respected and feel acknowledged for their individual strengths and talents. As part of this ethos, we recognise the importance of treating everyone with dignity regardless of gender, age, race, ethnicity, language, ability or socio-economic status.

Equity

Lancers International School strive for equity in all aspects of learning and life in the school community. This includes providing an equitable access to curriculum resources, opportunities for participation and feedback as well as appropriate academic recognition and support. We believe that students should be able to benefit from a range of strategies that are tailored to meet their individual needs.

Inclusion

We aim to create an environment where everyone feels safe, supported and included regardless of any differences they may have. All students have the right to participate fully in all activities within the school community without discrimination or prejudice. We seek to develop inclusive practices across our whole school community so that every student can reach their full potential.

Support

We strive to provide a range of support services that are tailored to meet the individual needs of each student. This includes providing appropriate learning environments, resources and interventions as well as additional support in the classroom. We believe that effective learning support requires a collaborative approach between students, teachers and parents.

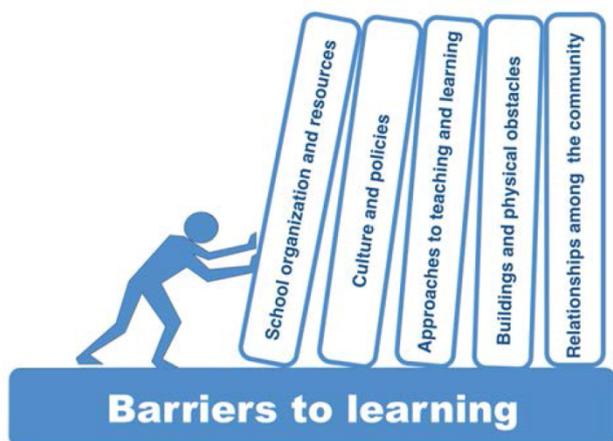
Learner Variability

Wide range of student variability is embraced in the physical and virtual classrooms. No exclusion based on age, language, gender, caste, ethnicity will be practised. Teachers design instructional strategies after considering the strengths, weaknesses and needs of the students. Scaffolding, cooperative and extension learning to be provided wherever required. special educator to plan intervention and individual instruction plan whenever required. ¹

¹ "Removing Barriers to Learning: What Does Inclusion Mean for the IB?" *News from around the IB Community*, 26 Aug. 2019,

Barriers to Learning

Barriers to learning may be found in the way schools are organized and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis. At Lancers International school Faculty members ensure a reduction of behavioural and academic barriers by identifying strategies to enhance student engagement in both virtual and physical classes. Policy framework ensures that all barriers are handled effectively.



LIS Environment

The environment at Lancers International School fosters integrated learning that enthuses a balanced program to develop physical performance, general fitness, and health awareness of all learners.

Student Counseling at Lancers International School is developmental and preventive in nature and attempts to provide the necessary skills for coping with the continuously changing stages and learning experiences. The school counsellor is an active member of the school team who provides services to students, staff members, parents and the community.

At LIS, the child is at the core of the curriculum. We aim to support the child's education in whatever way possible.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organisational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

Inclusion is facilitated in a culture of collaboration, appreciation of diversity, mutual respect, equity, support and problem-solving involving the whole school community.

blogs.ibo.org/blog/2019/08/26/removing-barriers-to-learning-what-does-inclusion-mean-for-the-ib/.

Shared Responsibility for Learning

Teachers at Lancers International School extend learning for all students by creating an affirmative and responsive environment that considers student identities and embraces learner diversity from a strength-based perspective.

Taking shared responsibility for learning begins by establishing inclusive support structures that value diversity and support equal opportunity for all members. Members are accountable for increasing access to, and engagement in, learning for all students, regardless of their background or ability. They do so by identifying and removing barriers to learning relating to perspectives, school organization, resources, policies or physical aspects of the learning spaces. The learning community embraces authentic inclusive practices.

A learning community that values inclusion ensures that all students are offered opportunities. Inclusive support structures take into consideration:

- the context, strengths and needs of the learning community
- coordinated and clearly communicated admissions and referral policies
- confidentiality
- a deeper understanding and appreciation of learning differences
- learning opportunities and support for all students
- the impact of labeling learners
- agency and self-efficacy
- transition and integration in the learning community.

Support at Lancers International School

At Lancers International School commitment to inclusive learning is very important and is also essential to the successful development of all students.

Basic Ideas of inclusive education

- Enrichment - support of children with learning difficulties in small groups or 1:1. (may still be valid)
- Integration - the child is supported in the classroom and is enabled to manage the behavioural and academic challenges.
- Inclusion - holistic support for all (student, teachers, classmates, school) to produce more effective learning for all.

Learning Support Teachers

The Learning Support teacher is pivotal in ensuring the success of students with learning needs along their educational pathway. The role of the learning support teacher is different from the class/subject teachers, who were only consulted after a difficult situation or issue transpired into a problem. This role may change as a student progresses through the school and increases their independence in learning. However, communication to relevant class/subject teachers regarding a student's needs and background is an essential component of the Learning Support Teacher's role.

Collaborative planning between the Learning Support Teacher and the class/subject teachers is essential. This includes designing and differentiating units of work, co-teaching, introducing specific learning skills and/or strategies and facilitating learning.

Wherever necessary Learning Support Staff will 'pull-out' a student individually to strengthen specific areas of weakness and to facilitate the acquisition of skills required to function positively within a particular grade level.

All elements of support aim to increase independent access to the curriculum.

The transdisciplinary approaches to learning (ATL) skills of thinking, communication, social, self-management and research are essential to the growth of all children. The Learning Support team assists with the development and reinforcement of these skills to provide a solid foundation for learning.

Responsibilities of the Learning Support Teachers

1. Learning Support teachers liaise closely with the class, pastors and/or the subject teachers, at each grade level.
2. Learning Support teachers are responsible for assisting class/subject teachers to collaboratively develop an “In-Class Support plan” for a student exhibiting learning difficulties.
3. Learning Support teachers are further responsible for the creation of student files and for managing and sensitively informing those working with a student of confidential student data such as:
 - a. Case history
 - b. In-class support plan
 - c. Individualised education programme (IEP)
 - d. Formal external assessments etc.
4. Learning Support teachers ensure that students (dependent on age), parents and teachers are involved in the development of support programmes.
5. Learning Support teachers regularly update the Head of the department and Coordinators about the students’ teaching and learning.

Responsibilities of other Subject teachers

Teachers at Lancers International School work in collaboration with the Learning Support Team to differentiate the learning for students in their class, including those who may have learning support needs. In order to assist in appropriate differentiation strategies, the subject teacher requires the knowledge and support of the Learning Support staff to develop an understanding of:

- The factors that affect student learning and how best to respond to them.
- How to differentiate and match teaching approaches to student needs.
- The use of technology to assist in alleviating and removing barriers to learning.
- The use of specific assessment in planning for students with learning needs.

Teachers’ thinking has shifted from “segregation” to “inclusion”, which is most positive for the learning of each child.

Responsibilities of Parents

Success in learning is based on the following parent empowerment ideals.

- The parent knows the rights of her/his child with a disability
- The parent knows about existing facilities and services for his/her child
- The parent knows what is good/ not good for the child and is confident enough to say “No” to what is not good
- The parent can guide and gain the good-will of other parents and the local community
- The parent explores national laws and policies to find out how to better support and serve her/his own child and others
- The parent knows the channels whereby to seek justice for her/his child

- The parent understands that their child needs assistance and support to benefit from the same environment as others
- The parent demonstrates the courage to promote inclusion in the family, community and seek to enforce this in the local and national government
- The parent understands that a child with a disability deserves the same dignity as other children
- The parent understands the concept of human rights and social justice

Responsibilities of Students

Students will achieve academic success provided they demonstrate a positive attitude by:

- Working as per the guidelines provided by the homeroom tutors/ subject teachers and the support teachers
- Regularly attending the physical/virtual classes
- Completing homework assignments and formatives as per the deadlines.
- Respecting other students and teachers
- Participating enthusiastically in all the school events
- Communicating on a regular basis with homeroom teachers/ subject teachers
- Support other students irrespective of varied interest, background and aptitude.

Educational Approach at Lancers International

Universal Design for Learning (UDL)

UDL has a basis on the premise that variability among learners is the norm. A universally designed curriculum is proactively designed from the outset to meet the needs of all the learners. It is a way of thinking about teaching and learning that helps give all the students an equal opportunity to succeed.

To identify barriers, preferences, needs and goals of learning, design flexible assessment and develop flexible and engaging methods and materials (Rao, Torres 2019).

UDL framework includes three main principles which help the teacher to develop the lesson plan and assessments considering learner variability.

1. Engagement - It offers teachers to look for multiple ways to motivate students.
2. Representation - It offers the opportunity to represent the information in more than one format.
3. Actions and expression - It provides more than one way to interact with materials and show their learning.

The three main principles of UDL which are further divided into three guidelines each, the teacher will create an individualized educational plan (IEP) to meet the needs of the learners considering checkpoints mentioned under the guidelines .



Learning Support in the Primary Years

Within the IB Primary Years Programme (IB PYP), the class/subject teacher is responsible for understanding the needs of each individual student and catering to his/her learning style within the class. The relationship between class/subject teachers and other support staff within the IB PYP is seen as being collaborative and cooperative where all are actively involved in the planning processes that support teaching and learning.

Early intervention is a critical aspect in the development of effective learning for students. The development process of a child is influenced by a number of factors, especially during the early years. Regular assessments of a student's development, both formal and informal, covering the cognitive, physical and social domains, are essential to successful planning for effective intervention. Hence collaborative support of the class/subject teachers, pastors parents and relevant professionals ensures every factor is taken into consideration before an intervention plan is implemented.

Interventions designed to decrease risk factors and strengthen resilience provide a firm basis for strong future development along the educational continuum. These mechanisms are age-appropriate, reflect the growth, interests and talents of the student and have a long-term impact on the final outcomes in the future years of a student's education.

Students in the Primary School are supported through an inclusive approach. Where it is deemed appropriate and necessary, students may be pulled out of the classroom environment for 1:1 support to work on specific learning goals.

The level of support is determined on a needs basis.

- All teachers are equipped to teach a developmental, differentiated, curriculum. In-class support by homeroom, single subject and Learning Support teachers.
- Withdrawal for individual/small group support by Learning Support teacher.
- All teachers work collaboratively to develop appropriate programmes for teaching and learning for all students. The developmental scope and sequence and curriculum is continually evaluated, enabling each child to progress, with attainments and objectives reviewed regularly
- Individual Learning Plans for those students receiving additional Learning Support detail provision, goals, strategies and progress are developed by the learning support department
- Certain accommodations are made to a student's testing environment as approved by the Learning Support teacher

The range of teaching strategies and interventions used within the school include:

- Differentiated work and modifications, including extension work
- Accommodations e.g. use of resources such as specialist programs on computers, laptops, iPads etc.
- Extra time in assessments
- Curriculum-linked support and stand-alone recovery by Homeroom, EAL and Learning support teacher with the goal of increasing access to the curriculum.

The IEP at PYP includes,

- The child's present level of performance in different subject areas
- Recognizing the child's strength to achieve the goal
- Child's needs and specific recommended support
- Goals, setting the bar for the child's level of improvement, IEP Goals should be specific, measurable, achievable, realistic and timely (SMART)
- Strategies based on the three guiding principles of the UDL

Additional Support for Learning

However, there are some children who require more extensive educational support. For this, we have the Additional Support for Learning Programme (ASLP) in place.

The ASL Programme aims to:

- Enable students to benefit from education
- Support the diverse needs of the child at school
- Improve social and emotional health
- Assist through periods of difficulty at school and home

Through assessment and reporting, Teachers will recommend students to the Additional Support for Learning Programme. Parents will be involved throughout the process. Specific details of this process are described in the Teacher's Essential Agreements document.

Learning Support in the Middle and Senior School

Our Middle and Senior School offers:

- IB Middle Years Programme (IB MYP) to students aged 11 to 15 years,
- International General Certificate of Secondary Education (IGCSE) to students aged 14 to 15 years, and
- IB Diploma Programme (IBDP) to students aged 16 to 19 years.

During these years it is the teaching and consolidation of good learning strategies that will enable all students to achieve successful outcomes. Through Grades 6 to 12, the focus on developing areas of integration across the curriculum helps homeroom/subject teachers and students to respond in a flexible way to facilitate learning. Coordinators and Subject teachers ensure that the curriculum is designed to cater to the varied needs of the learners in terms of representation, expression and engagement.

It is important that systems and processes are put in place to support students as they pass through Grades 6 to 12. This may involve differentiating the curriculum, using particular teaching strategies such as scaffolding to enable students to access the content in various subject areas, as well as using assistive technology as per the IB accommodations.

The IBDP has well-established support mechanisms for students in need of learning support outlined in the publication "*Access and inclusion policy*". The identification of any student with a learning issue must be completed prior to starting the programme. Various professional assessments of the student may have been carried out over a number of years but the most recent, dated within three years of the exam, should be used as evidence on entering the programme to support an application for special arrangements during assessments and examinations.

There are two procedures in place to cater for special requirements at any time via the Diploma year 1 and Diploma year 2 application process, which coordinators are made aware of in the "*Programme Standard and Practices*", access requirements that can be authorised by IB Cardiff (using form D1) once the correct procedure has been followed include:

- Modifications to exam papers - Font size, colored paper
- Extensions to deadlines
- Assistance with practical work
- Additional time
- Rest periods
- Information and communication technology
- Amanuenses/scribe and transcription readers
- Readers

These arrangements may be used for both internal and external assessments although the formal request is only required for the external assessments as. Students will not be given dispensations for internal assessments unless it is felt that IB, Cardiff, will accept any formal request for special accommodations .

The IB-MYP and IB-DP coordinators have a particular role and responsibility towards students with learning support needs. It is important to bear in mind the following points when requesting special arrangements.

- Consultation must be done prior to a student beginning the programme.
- The history of the individual student's case must be well established; a careful subject selection is required for the student.
- Documentation must be complete and up to date according to the guidelines given by the concerned examination authority.
- The IB MYP or IBDP Coordinator is the signatory for all documentation, even if others collate it.

Prior knowledge and understanding are paramount for teachers. All teachers should be fully informed about the student's particular needs from the outset. The Learning Support team also ensures that Home Room Tutors have information and strategies for each of their tutees. This, in turn, is shared with subject teachers. If a teacher has concerns about a student's ability to learn effectively in a particular class, it is essential that the teacher discuss these concerns with the team immediately so that they may investigate, observe and add information/strategies to the system. The teacher should use the student referral form.

The IEP at DP/MYP/IGCSE includes,

- The present level of performance (PLOP) - The child's present level of performance in different subject areas
- Goal - IEP Goals should be specific, measurable, realistic and a collaborative effort of subject teachers, Home room tutors . Student engagement is essential while setting goals.
- Strategies are exclusively based on the three principles of the UDL.

Structure and processes

Safety Policy

Children are at far higher risk of abuse, particularly cyber and sexual abuse, a robust system ensures that students are aware of their essential rights and despite any limitation such as poor communication skills/ limited verbal ability and/or fear, self-confidence, low self-esteem they are able to convey/ share a concern with Parents, Homeroom tutors or subject teachers. Protocols related to infrastructure requirements, therapy sessions, virtual classes are strictly followed. A clear code of conduct for therapists, helpers, and support staff has been laid down and enforced.

Admissions Policy

Lancers International School (LIS) will consider if the programme offered can provide each student who applies, with the opportunity to succeed or progress. LIS will consider the need of the child and decide whether LIS can meet that need with current staffing and facilities. LIS will strive to work with parents and students to facilitate admission to the school. Admission to LIS is based upon these considerations only.

LIS requires all information related to a child's learning through the admissions process including past report cards, samples of student work and any additional learning reports (external assessments, participation in support programmes etc.)

As part of the admissions criteria, LIS may place a student on academic or behavioural probation for a period to ensure a successful placement for the student. Upon admission, parents would be requested to fund additional support if required.

Referral Process

The mandate of the Learning Support Services is to work with students and teachers to create programmes to fulfill the school's mission statement. If a teacher has specific concerns, or a parent has highlighted concerns to the teacher, the Learning Support Team will then intervene to assess and support the learning. In regards to all initial concerns, the Learning Support Team will be involved, with the time duration being determined by the needs of the student.

Preface

The Learning Support Services referral process is applied according to the needs of the individual student in a flexible manner that caters to his/her specific needs.

When the LS Team assesses that support is no longer required or must be modified in some way, the LS Team will notify the head of school, coordinators, teachers and parents.

Step 1 (Informal Referral)

- Identify the student who needs additional support in the classroom.

- Consult the student's parents and ensure all the relevant information is known.
- Where appropriate, discuss with the student and understand from their perspective what the school could do to assist.

In the Primary School

1. Students at LIS receive additional support for learning if needed. The support may be in the form of Additional Support for Learning (ASLP) for children with special needs (academic or behavioral); it is a paid programme and should be managed only through the process below.
2. For Additional Support for Learning Programme (ASLP)
 - 2.1. When a teacher observes a child who may seem to need additional support, the teacher writes an anecdotal record of the child for about a week at school. If a single subject teacher (SST) observes this, the teacher submits his/her anecdotal record to the homeroom teacher.
 - 2.2. The homeroom teacher submits the anecdotal record to the School Counselor for initial feedback. The school counsellor provides the HRT tips to improve on the child's performance along with a 'Teacher Observation Form' (see appendices). No parent is involved at this point.
 - 2.3. If the child needs more support than the tips provided, the school counsellor observes the child for a week more. Then both the HRT and the school counsellor report to the Primary Principal a summary of their observations. An action plan is drafted.
 - 2.4. Parents are invited by the homeroom teacher to discuss the observations. At this point, the discussion is only between the parent and the homeroom teacher.
 - 2.5. A second meeting will be set up by the HRT with the school counsellor and/or Primary Principal if required.
 - 2.6. Only the school accounts department informs the parent of the financial responsibility for this additional programme. Every month, the SEN teacher sends the register to the accounts team for verification/attestation.
 - 2.7. This additional support runs throughout the child's life. Promotion of the student back to the mainstream depends upon the suggestions provided by the School Counselor.
 - 2.8. Due to the sensitivity of the situation, all persons involved are required not to divulge any information to anyone not concerned in this process.

National Education Policy 2020

As per the revised National education policy (NEP, 2020), education has been identified as the greatest way for achieving equality. Inclusive and equitable education - have been designated as essential rights- and it is emphasized that the schools should provide equal support and opportunities to the students and hence enable them to dream, thrive, and contribute to the nation.

NEP strongly emphasizes that Indian children should benefit from the education system and no one should lose an opportunity due to birth or background. NEP reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes.

The NEP asserts that children with disabilities will have opportunities for equal participation across the educational system. The policy also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or *Divyang*, the same opportunities of obtaining quality education as any other child, bridging gender and social category gaps in all levels of school education. The Inclusive policy designed by Lancers international school is in accordance with the guidelines mentioned in the National education policy proposed by the Government of India in 2020.

Data protection and sharing

A historical record of assessment data of each student, requiring learning support, should be well documented and include the following:

- background details of the student (for e.g. Family situation, past educational experiences)
- target Plans/IEPs
- samples of student work
- any psychometric testing/external assessment documentation will be kept in files in a locked cabinet in the learning support classroom or digitally on the school system.

A list of students receiving Learning Support and those at risk is to be mailed to all Homeroom/subject teachers. Relevant information is shared with teachers as required. Transfer of information out of the school is carried out at the request of the parents.

Policy Review

Lancers International School commits to policy review at least once a year, at the beginning of each academic session. Policy is reviewed by the Inclusive Education Policy Steering Committee. The Steering committees have representation from all programs along with the Head of School and Program Coordinators.

First annual review	August 2009
Second annual review	August 2010
Third annual review	August 2011
Fourth annual review	August 2012
Fifth annual review	August 2013
Sixth annual review	August 2014
Seventh annual review	August 2015
Eighth annual review	August 2016
Ninth annual review	August 2017
Tenth annual review	August 2018
Eleventh annual review	August 2019
Twelfth annual review	August 2020
Thirteenth midterm review	December 2020
Fourteenth midterm review	December 2022

Inclusion Policy Steering Committee

S. No.	Name of the Staff	Designation	Role
1.	Mr Yogesh Sindhwani	Head of School	Facilitator
2.	Ms Annabelle Villamarin	Primary and Middle School Principal	Contributor
3.	Ms Ekta Choudhary	DP Coordinator	Contributor
4.	Ms Suchita Pandit	MYP Coordinator	Contributor
5.	Ms. Bhumika Rao	SEN Counselor	Contributor
6.	Ms Radhika Khatri	PYP Teacher	Contributor
7.	Ms Suman Yadav	College Counselor	Contributor
8.	Ms Virginia D'britto	MYP/DP Teacher	Contributor

Mr Yogesh Kumar Sindhwani

Head of School

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Appendices

Appendix I : Teacher observation form



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TEACHER OBSERVATION FORM Behaviour & Learning Concerns

DETAILS	
Student's Name	:
Class	:
Date	:

Student Checklist

- Using your professional judgment, identify if your student is in need of Additional Support for Learning (ASL).
- Observe your child in two weeks and use the checklist to record your observation.

BEHAVIOR CONCERNS

	Almost Never (0-2 times)	Occasionally (2-4 times)	Frequently (5 and more times)
Hyperactivity			
Out of seat			
Constant movement in class			
Can't remain in line to and from classes			
Constant verbal behavior			

Withdrawn behavior			
Listless, tired			
Seems generally unhappy			
Stares blankly into space			
Rarely asks for assistance even when work is too difficult			
Does not attempt work			
Apprehensive about committing self to a response			
Weeps or cries without provocation			
Avoids calling attention to self			
Attention/Concentration			
Does not follow oral lessons			
Does not follow lessons on board or visual materials			
Rarely completes any assignments			
Daydreams			
Demands individual explanation of assignments			
Easily distracted from task by ordinary classroom stimuli (minor movement, noise, etc.)			
Aggressiveness			

Attacks other children by hitting, shoving, etc			
Verbally attacks and provokes other children			
Steals			
Explosive or angry when things do not go own way			
Argues with the teacher over behaviour			
Destructive of others' belongings and schoolwork			
Strikes back with angry behaviour to teasing			
Disruptive behaviour			
Demands attention of any sort from teacher and peers			
Doesn't follow a class or school rules (quiet, on time, etc)			
Interrupts lessons by antics (verbal or physical)			
Tells bizarre stories			
Does not conform to limits on own without control from others			
Uncooperative behavior			
Blames other for own mistakes			
Will not follow routine			

Works only when threatened with punishment			
Defiant of teacher's requests			
Argues with peers over minor situations			
Must have last word in arguments			
Inappropriate Social Behaviour			
Comments that no one likes him/her			
Has no friends at school			
Does not like to go out for recesses			
Does not initiate play or talk with peers			
Is avoided by peers at school			
Personal appearance is lacking in cleanliness, order			
Does not function in group or class discussions			
Ridicules peers, torments younger or smaller students			
Exhibits inappropriate behaviors (nose-picking, etc.)			

LEARNING CONCERNS

	Agree	Disagree
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Reading Skills		
Poor reading fluency		
Can decipher the text being read, but does not understand the meaning		
Slow reading rate		
Lack of self-monitoring reading skills		
Poor comprehension and/or retention		
Difficulty identifying important ideas in context		
Extreme difficulty building ideas and images		
Difficulty integrating new ideas to existing knowledge		
Weak vocabulary skills		
Extreme difficulty understanding words or grammar		
Oral comprehension is noticeably stronger than reading comprehension		
Spelling Skills		
Has difficulties with sounds		
Frequent spelling errors while taking dictation or writing freely		
Faces difficulty with age appropriate word pattern		
Written Expression Skills		
Poor writing fluency		

Unable to compose complete, grammatical sentences		
Difficulty organizing written information		
Poor /Illegible handwriting		
Extremely poor alignment		
Inability to take notes or copy information from a book or the board		
Oral expression is noticeably stronger than written expression		
Mathematical Skills		
Poor mathematical fluency		
Difficulty memorizing multiplication tables		
Difficulty understanding word or application problems		
Poor basic calculation skills		
Poor understanding of mathematical concepts		
Inability to transfer basic mathematical concepts to solve problems with unpredictable information		
Inability to use basic facts within more complex calculations		
Memory Skills		
Extremely weak ability to store and retrieve information efficiently		
Extremely weak ability to hold information for immediate use		

Reasoning Skills		
Extremely weak ability to solve problems, particularly when information or procedure is unfamiliar		
Extreme difficulty recognizing, transforming, or using specific information to reach general conclusions.		

<p>What strategies did you follow as a result of your initial observation? (attach work samples if any)</p>
<p>Any other comments/observations:</p>

Filled by: Classroom Teacher

Received by: Counsellor

Date: _____

Follow-up:

1. After the teacher recommendation, the school counselor will observe and confirm the observations. The school counselor will also invite parents to gather more data. Feedback from the counselor will be given after a week of receipt.
2. If the child needs ASL, the parents will be called in for the action plan. There are two options depending on the factors involved in the ASL.

- a. Teacher Support Plan
- b. Parent Counseling
- c. Intervention Programme or Individualized Education Programme

Appendix II : Learning Support Services Referral Form



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Learning Support Services Referral Form

DETAILS
Student Name :
DOB :
Grade :
Referral Date :

REPORTS
Teacher observation summary:
Learning Support teacher feedback:
Counselor feedback:

RECOMMENDATION

Noted by:

Head of School

PARENT ACKNOWLEDGEMENT

I acknowledge that my child needs support for learning and as parents, we will do everything we can to support the school in achieving our child’s full potential.

Acknowledged by:

Father

Mother

Date: _____

PARENT CONFIRMATION

We wish to participate in the school’s Learning Support Programme as recommended by the class teacher, Learning Support Team and/or the School Counselor.

We will commit to the required fees, additional shadow teacher (if needed) and assessments for this programme.

Confirmed by:

Father

Mother

Date: _____

Appendix III -- Individual Educational Plan



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Individual Educational Plan

Name - _____

Grade - _____

Goals
Student's strength
Student's needs
Student's present level of performance

Meeting with Parent

Date _____

1st Review Teacher's comment

2nd Review Teacher's comment
