



Johnson Grammar School IB DP

Inclusion Policy

2022-23

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Inclusion at JGS

JIB school vision is to prepare students to meet the challenges of the global community. In this process, we recognize that students are differently abled to meet these challenges. The school's aim is to cater to every student's need through differential learning and design strategies that are best suited to their learning styles and to have complete access to the full curriculum. Strategies are designed and implemented in a way so that conditions for the program are as fair and equitable as possible.

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (Special Educational Needs Within the International Baccalaureate Programmes, 2010)

During the admission process, it is mandatory for parents to reveal if the candidate has special learning needs. Depending upon the needs and the resources available with the school, individualized learning plans are designed to cater to the special learning needs and implemented based on the candidate's abilities and goals.

Every teacher is responsible for designing learning strategies and creating an environment to facilitate learning catering to different styles.

Rights of parents and students

The Inclusion Policy document is available to all parents and students. They have the right to know how learning needs are identified and what is the process involved in ensuring the candidate has access to the programme.

Responsibility of the parent:

Records of the formal psycho-educational assessments and other relevant documents must be submitted at the time of admission.

Ensure that the child undergoes any further medical assessments if needed.

Any additional cost involved during exam invigilation needs to be borne by the parents.

Responsibility of the school:

To have a process in place to identify student with special need (if not identified at the time of admission)

Key definitions

Differentiation: It refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.

Learning disabilities are due to genetic and/or neurobiological factors that alter brain functioning in a manner that affects one or more cognitive processes related to learning. These processing problems can interfere with learning basic skills such as reading, writing, and/or math.

Dyscalculia Affects a person's ability to understand numbers and learn math facts.

Dysgraphia A specific learning disability that affects a person's handwriting ability and fine motor skills.

Dyslexia A specific learning disability that affects reading and related language-based processing skills.

Non-Verbal Learning Disabilities: Has trouble interpreting nonverbal cues like facial expressions or body language and may have poor coordination

Oral / Written Language Disorder and Specific Reading Comprehension Deficit

Learning disabilities that affect an individual's understanding of what they read or of spoken language. The ability to express one's self with oral language may also be impacted.

ADHD Attention Deficit Hyperactivity Disorder A disorder that includes difficulty staying focused and paying attention, controlling behavior, and hyperactivity.

Dyspraxia A disorder that causes problems with movement and coordination, language, and speech.

Executive Functioning

Affects, planning, organization, strategizing, attention to detail, and managing time and space.

Learning difference: The term 'learning differences' refers to the diverse ways all students learn and the rates at which they learn. Learning differences take into account individual learning motivators; learner aspirations, interests, experience, cultural background; and individual students' strengths and needs.

Accommodations The term "accommodation" may be used to describe an alteration of the environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study.

Learning needs department at JIB

JIB does not have a separate department catering to special education needs. Teachers give support in the form of extra lessons and one-to-one learning within school hours or after school hours.

JGS has had students who are slow learners or gifted students over the years. Since no specific learning needs were identified, the need to have a separate department for learning needs did not arise. But teachers have recognized the need to have this department as even slow learners needed special attention and strategies to improve their learning.

Till this appointment is made, teachers from a sister concern school will support planning for slow learners. In some cases, it may not be possible to offer specialist learning support. In such cases, parents need to look for external organizations offering specialist support. The school will coordinate and collaborate with external agencies chosen by the parents. The external agencies, however, would need to comply with IB regulations and requirements. All cost related to the external service provider needs to be borne by the parents.

Identified students at the time of admission

1. The admission form requires details of the candidate if he /she is already identified as a learning needs student.
2. The parents must submit the formal psycho-educational assessments at the time of admission.
3. Once the student is admitted, details of their learning needs should be communicated to the subject teachers. Relevant teaching strategies need to be applied in consultation with DPC and subject teachers.
4. Relevant documents need to be submitted to IB in case inclusive arrangements need to be applied for external examinations and internal assessments as deemed necessary.

Unidentified students (Responsibility of the school)

1. If there is enough evidence (assessments and subject teacher's professional judgments) then the DPC informs parents about the need for the student to get medically tested.
2. Once certified, subject teachers are to use all resources for differentiation teaching. Supervised study classes along with extra classes on Saturdays have been identified as a strategy to help students with learning needs.

3. All relevant documents need to be sent to IB for requests for inclusive arrangements to be granted wherever applicable.

IB requirements

The below documents may be needed for submission to avail for concessions in IB exams and IAs.

- Medical/psychological/psycho-educational reports which are legible, on a letterhead, signed and dated, state the title, name, and professional credentials of the person (or persons) who has undertaken the evaluation
- be accompanied by a translation into English where applicable.
- all psychological/psycho-educational reports must be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not only as percentiles or age /grade equivalents

Notes:

- Any medical/psycho-educational reports must be current and updated every 3 years.

IB Accommodations

“The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.”

Source: “Introduction.” *Access and Inclusion policy*. International Baccalaureate Organisation, 2018. pp. 1

Students can avail of the following inclusive arrangements if documentary evidence is approved and accommodations sanctioned by the IB:

- Extra time
- Reader
- Write
- Use of laptop
- Extended bathroom breaks
- Separate sitting room for examinations

Students with high caliber: Inclusion policy also caters to students who are gifted and need to be constantly challenged and motivated.

- They are encouraged to appear for all competitive exams.
- The facilities and resources are provided to fulfill the need.

- They usually take outside school coaching to appear for competitive exams like Joint Engineering Entrance exams (JEE) and NEET, the most competitive local exams for engineering and medical courses.

Students who are slow learners:

- Extra periods are provided in the timetable to strengthen the concepts of the subjects.
- Personal attention will be given by the teachers as and when required to build confidence.
- Their work will be regularly monitored.
- Their improvement in performance will be intimated to the parents.

Works cited:

For definitions:

<https://www.edglossary.org/differentiation>

<https://ldaamerica.org/types-of-learning-disabilities>

<https://www.nccd.edu.au/wider-support-materials/learning-differences-learning-difficulties-learning-disabilities-and-nccd>

<https://www.washington.edu>

For 2018 evaluation, the Inclusion policy document was named as Special Needs policy. The policy was redrafted by DPC, Maths teacher and the Physics teacher. It was then reviewed by all staff and approved by the leadership team on 21st April 2023.