



# Children's Academy

## International School

# Inclusion Policy

### 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 organizations 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. (International Baccalaureate Organization, 2014)

### Children's Academy Group of Schools Mission and Vision

Children's Academy Group of Schools aims at providing a progressive learning environment that leads to joyful learning along with holistic development. Our primary endeavour is to create passionate students who are lifelong learners, capable of accepting the dynamic challenges of the new world order.

We aim to provide quality education which is rooted in tradition while remaining futuristic in vision. (Children's Academy Group of Schools, n.d.)

### IB Learner Profile

As per the IB Programme Standards and Practices, (International Baccalaureate Organization, 2014), the IB aims to develop learners who are:

- Inquirers
- Knowledgeable



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- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### Guiding Principles

- At Children's Academy International School, we believe that education is inclusive and we acknowledge individual learning differences.
- We adhere to the IB Philosophy (International Baccalaureate Organization, 2014) of creating knowledgeable, and caring people who help create a better and more peaceful world through education that builds intercultural understanding and respect. Thus we work towards creating learners who are principled, open-minded, caring and balanced.
- We understand that inclusive education is a journey and not an end.
- We endeavour to create a safe and secure environment for all learners.
- Our focus is on what students can do and not on what they cannot.
- We ensure support to a student's continuum of learning.
- Our students belong to diverse cultural backgrounds. The school recognises this diversity and celebrates it.
- As mentioned in the Admission Policy, the school is welcoming to all students but at the same time, the school makes clear the limitations it has when it comes to providing the essential support to students facing certain disabilities.



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### Counselling

- The role of the counsellors at Children's Academy International School is to: help identify students with learning difficulties, and effectively deal with emotional, social, and behavioural concerns. As part of their service, counsellors also offer an evaluation session for students from other schools. This session involves an informal assessment helping them screen the child effectively and give recommendations based on their observations. These recommendations are further used to make decisions regarding which of the various services offered at Children's Academy will be most useful for the child.
  - To help students understand and cope with problems and help them reach the next level of learning.
  - To provide support to students who are differently abled or academically lagging behind.
  - To coordinate with the outsourced agency for the aptitude testing for grade VIII and IX students.
  - To conduct informal assessments for students.
  - To conduct life skill and puberty programme for Grades VI and VII
  - To sensitise teachers with various problems faced by students to create a conducive learning environment.
  - To help ease the stress faced by students due to parental and peer pressure.
  - To meet Section Head once a month to keep her/him abreast of students' progress.
  - To provide support to parents by providing them with child management techniques
  - To conduct workshops for parents and teachers.
  - To record minutes of these monthly meetings and to mail to them for approval and thereafter to document them.



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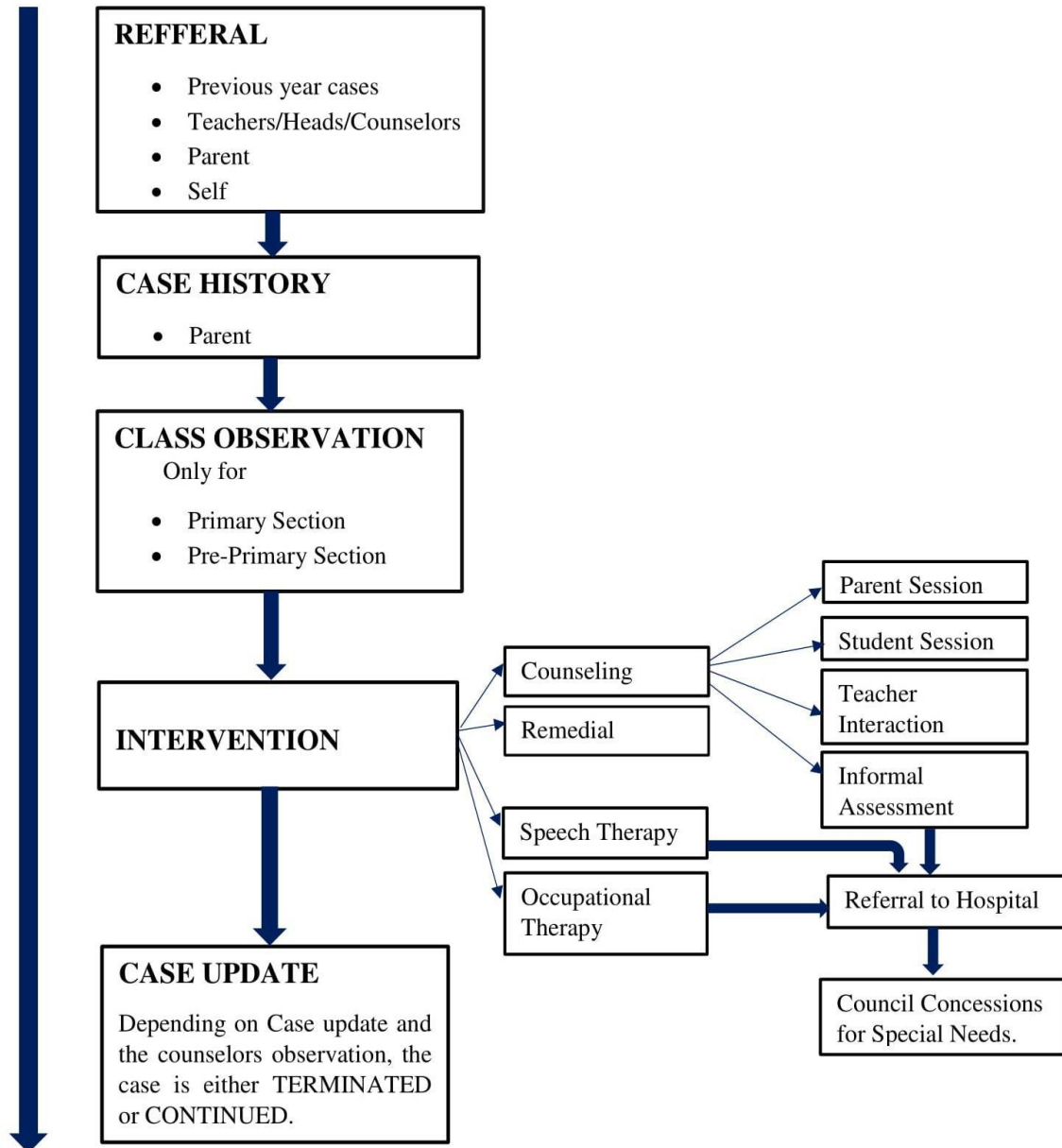
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- To record details of students/parents who come for counselling in the CAGS ERP
- To keep a daily log on CAGS ERP where details of all cases are recorded.
- The e-logs are checked weekly by any one of the Section Heads.



### ● Individual Education Plan (IEP)

#### COUNSELING PROCEDURE





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- **Teacher training for special education**

- Teachers of both primary and secondary sections are oriented on behavioural and academic issues like Learning Disability (LD), ADHD, etc. every year at the beginning of the academic year so that they know when to refer a student for counselling. The Counsellors and Special Educators of the school conduct this orientation. Teachers are requested to fill feedback forms (Google Forms) online after the orientation.
- Special Educators have been hired by the school to assist in remedial teaching

- **Referral**

- Students with behaviour/emotional issues are mainly referred to by teachers or at times parents directly address these issues in-person of their wards (like cheating in exams. misbehaving in class, loss of a family member, fear of a subject, and so on.) to the Counsellors.
- Sometimes, parents approach the counsellors with problems they are facing with their child.
- Many parents approach the counsellors after the first semester examinations when they realise the student's academic performance is unsatisfactory.
- At times some students approach the counsellor directly for personal/academic problems.
- Case history of the student is taken from the parent on the case history form.
- The problem is then discussed with the parent and parental counselling is carried out.
- Parent is sensitised to the child's problem and suggestions are given to the parent on how to handle the child at home.
- Student counselling is conducted if required.
- The student is called preferably during co-curricular activity periods. The student's class timetable is checked and appointments are fixed accordingly. Duration of each session is usually one period of 25 minutes. If the student is



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unwilling to visit the counsellor during school hours, he/she is called after school.

- The academic performance of the student is tracked by way of results.
- In the CICSE Board, correspondence with the Board starts in Grade IX. The LD student's Psychological and Psycho-educational reports, which are obtained from the hospitals along with their certificate are uploaded on CICSE portal for scrutiny. The Board then sends the list of concessions that the student will get, which is then intimated to the parents.
- Following tests will be taken by the counsellors.
  - Language:
    - Reading: a) Passage b) Reading comprehension.
    - Writing: a) Free writing b) Spellings c) Dictation
  - Mathematics:
    - a) Numbers
    - b) Basic functions
    - c) Transformation of numbers
    - d) Relevant mathematical processes as per the standard in which the student is studying.
  - Student's answer books and written work are also considered in the informal assessment.
  - Testing for LD (The Bangor Dyslexia test).
- If the tests are positive, the student is referred to a Government/Public Hospital (Nair hospital, Sion Hospital, or KEM hospital) for certification (Annexure V- Letter of Assessment to Hospital).
- If there are indications of Behavioral/Emotional problems, then projective tests are conducted on the student by the counsellor to gain an insight into the problem.
- If there are indications of ADHD, a questionnaire is used (Annexure VI - Questionnaire for ADHD).
- If there are indications of low IQ, the student is referred to the hospitals mentioned above for certification.



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- If there are indications of Autism Spectrum Disorder, the student is referred to the hospitals mentioned above for certification.

### Special Education

- Children's Academy provides a safe space of its own for remedial sessions involving most essential learning materials for every age or grade. The special educator provides systematic training to develop academic skills for children with various disabilities such as Learning Disability, ADHD, Autism and so on. These individualized programs are focused on reducing academic gaps by improving the child's ability to read, write, and learn. Tailored strategies are provided to parents as part of their child's home program.
- Remedial education is recommended to students who have learning disability (LD), are slow learners or who show indications of LD. Remedial education is also recommended to students whose performances are unsatisfactory and to the one who are not improving. A referral form is provided by the counsellor to the Special educator for the students who are sent for the remedial sessions.
- At the end of the academic year, a case update document (Annexure IX - Case Update) is filled by the teacher. The students' academic and behavioral progress is recorded and assessed by way of results & by speaking to teacher at the end of the academic year.
- Continuation & Termination: Based on the results and inputs from the class teacher, the case is carried over to next academic year or it is closed.

### Occupational Therapy

- At Children's Academy, we believe that if early intervention is given in a sustained, rigorous, and all encompassing manner, children can reach their best potential and we are here to guide them. Occupational therapy services at Children's Academy typically includes individualised evaluation which is





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followed by customised intervention which aims to improve the child's ability to perform daily activities and reach their goals. There's constant evaluation to ensure goals are being met and changes are made to the intervention plan as and when necessary. At Children's Academy, we give a holistic perspective in which the focus is on adapting the environment to fit the child, and the child is an integral part of the therapy team. Occugym is a special room dedicated for therapeutic purposes. It is specially designed to build a multi-sensory environment. It provides a unique interactive space which offers students a range of tactile, visual, and interactive activities to engage with.

### **Confidential information**

- CAGS works hard to ensure that the data of all stakeholders remain Confidential and on a strictly need-to-know basis

### **Gifted Students**

- Gifted students will benefit from specialised and individualized higher calibre teaching and learning conducted by the teachers of the Academy. This higher level learning plan will be created by the teachers along with the CP Coordinator and the counsellor assisting to ensure that the added pressure doesn't affect the regular schooling of the students.

### Individual

#### **Speech Therapy**

- The trained therapist at Children's Academy helps the child achieve milestones set for them on time, through the use of various methods to enhance speech.



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Parents of the child are also guided to practice with the child at home. This intervention service focuses on improving the child's ability to understand and express through spoken language as well as nonverbal language. It is most beneficial for children with numerous concerns such as weak oral muscles, articulation problems, echolalia etc. Speech therapy sessions take place at our Occugym centre where all vital instruments are readily available.

### AN INCLUSIVE LANGUAGE POLICY

- Based in the cosmopolitan city of Mumbai, the school has students from diverse cultural and language backgrounds. Gujarati and Marathi are the two of the predominant languages spoken by students. Hindi, being one of the official languages of India, is also spoken by students quite often. As English is the medium of instruction at the Children's Academy Group of Schools, students are encouraged to communicate in English while on campus. This encourages students to not just improve their language skills, but also maintains uniformity without any member of the student corp feeling left out. Similarly, the teachers of the Academy are from all over the country belonging to diverse cultural and language backgrounds.
- The diversity in culture of all members of the Academy is showcased in the various occasions and festivals celebrated at the regional, national, and international levels.
- Most of the students joining Children's Academy International school are alumni of the Children's Academy Group of Schools and hence are expected to be comfortable with the usage of English language.
- Students joining Children's Academy International school from outside the Children's Academy Group of Schools will be given a baseline test which will provide an understanding of the child's comfort level with the English language. In case there appears to be a significant gap in learning, the language development teacher will create an after school plan to help the student in need.



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- Every teacher is a language teacher- There will be aspects of Economics that compares the Indian context to the international context. There will be constant monitoring of the students' understanding and in the case that a student is found to be struggling with the language, the Language development teacher will provide the necessary support.
- Students can refer to at any time for self-improvement. The librarian will be available for recommendations and any other help necessary.

### **PEDAGOGICAL PRACTICES**

- Our pedagogical practices are designed to cater to different learning styles of students. The teaching methodology and assessments try to provide scope for students to learn and express themselves in ways which suit their learning styles.

### **SUPPORT -INFRASTRUCTURAL AND OTHERS**

- School has the required infrastructure to meet the needs of students who are injured and are unable to use the stairs. Wheelchairs, ramps and lifts are made available to such students. Sick Bay with basic facilities is made available to students.
- In case, due to physical injury or illness, a student is unable to write the exam, a writer or a reader is provided to students. A reader or writer is a student who is generally a year junior to the student appearing for the exam. Extra time as deemed fit by the examining board and the school is also allotted to such students for writing the exam.

### **Assessment Access Requirements**

The following table sheds more light on the IB policy for teaching and learning in context to access arrangements and which processes would require authorization



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from IB. This table also helps outline the arrangements that can be made for students and their corresponding needs:

Time based assistance provided	Will authorization from authorities be required?
Extra time	<u>Yes</u>
Mid-test breaks	<u>No</u>
Deferral	<u>Yes</u>
Deadline Extensions	<u>Yes</u>
Retaking Examinations	<u>Yes</u>
Flexibility in examination location	Will authorization from authorities be required?



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Different room from where examination is being taken	<u>Yes</u>
Different seat than allotted to the student	<u>Yes</u>
Different venue from the venue examination is being conducted in.	<u>Yes</u>

Assistance provided by flexibility	Will authorization from authorities be required?
Allow change in presentation after submission	<u>Yes</u>
Allowing access to reading material during presentation	<u>Yes</u>
Allowing access to Reader	<u>Yes</u>



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Allowing access to Writer	<u>Yes</u>
Allowing access to interpreters (Language and Sign Language)	<u>Yes</u>
Allowing clarification of certain examination instructions	<u>No</u>
Helping with colour names for students with colour blindness	<u>No</u>

Allowing students to use word processors	<u>Yes</u>
Allowing students to use calculator	<u>Yes</u>
Allowing Access to Care Provider	<u>Yes</u>



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### STANDARDS AND PRACTICES IN ACCORDANCE WITH IB GUIDELINES (International Baccalaureate Organization, 2014)

- The school library is a functioning and active one. *( 0202-01-0600) Standards and Practices 2020*
- The systems and processes are reviewed periodically to identify the needs of students. *(Standards and Practices 2020; 0202-02-0100)*
- The school is committed to the most effective use of learning spaces and learning environment that suits the needs of all students. *(Standards and Practices 2020; 0202-02-0400)*
- *Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)*  
*Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)*
- *Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.(0404-02)*
- *Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)*
- *Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)*
- *Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)*



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- *CP 1: The school records and submits required IB-validated assessments and the evidence of completion of the components of the CP core in accordance with programme documentation.(0404-04-0141)*

### **Policy review section**

- The Inclusion Policy will be reviewed annually. Head of School, School Administrator, Staff of CAIS, Counsellor, CP Coordinator, Librarian will be part of the discussion. The students and the parents will be kept informed in case of any revision.





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### References

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