

GICLM ACCESS AND INCLUSION POLICY

Version

2

Status

ACTIVE

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Next review
date

Summary

Policy drawn up by Head of School and SLT, DP
Coordinator in line with guidance from IBO documents.
Reviewed, edited and approved by Senior Leadership
Team annually.

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Access and Inclusion Rationale

Rationale / Purpose of Policy

Inclusion is defined as:

...an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational 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 school should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community¹.

An effective Access and Inclusion policy creates a culture and practice that enables and increases student access to the curriculum by removing any potential barriers and developing inclusive learning communities that embrace diversity and differences. Inclusion and diversity is enriched through the school's Learner profile

Thus, GICLM:

- Aims to increase access and engagement for learning
- Believes that all students have equitable rights to access a stimulating education that meets their academic and personal challenges (physical, emotional, behavioural, sensory and learning), while providing opportunities for students to utilize their strengths and abilities in all domain areas (academic, social, arts, sports etc) as a right to a general holistic education
- Follows the aims of the IB Learner profile² in developing learner attributes in all our students whatever their background
- Upholds all legal requirements of Indian law towards students with learning difficulties

This policy applies to all students, teachers, staff, Board members, volunteers and parents of GICLM. It also aligns GICLM to external bodies with whom we have a close operational relationship such as the International Baccalaureate Organization and the Cambridge Examinations International Board.

¹ International Baccalaureate (2019) Learning Diversity and Inclusion in IB programmes p2

² See Appendix One

Definition

GICLM recognizes that the majority of students will have mild or transitory difficulties. These are dealt with in our Learning Policy. Specifically, this policy deals with those students who have a learning difficulty whereby a special educational provision needs to be made for them.

Children have a learning difficulty if they:

- A. Have a significantly greater difficulty in learning than the majority of children of the same age; or
- B. Have a disability which prevents or hinders them from making use of educational facilities as provided for children of the same age³.

Specifically, a student's learning may be affected by one or more of the following:

- Specific learning difficulties (eg dyslexia, dyscalculia)
- General learning difficulties (eg comprehension, attention, memory)
- Communication difficulties (eg aphasia, dysphasia, articulation)
- Physical difficulties (eg motor disorders)
- Social or emotional difficulties (including mental health issues, eating disorders etc)
- Behavioural difficulties (ADD, ADHD, school phobia, substance abuse, disruptive and uncooperative)
- Underachievement
- Persistent illness or medical problems (heart disease, epilepsy, allergies etc)
- Changes of school, leading to gaps in education⁴

Students are not regarded as having a learning difficulty solely because their form of language is different to the taught language of GICLM. This situation would be designated as a 'general learning difficulty' and appropriate support given.

Evidence for 'difficulties' may come from:

- Discussions with colleagues
- Professional judgement evidenced from class interaction
- Diagnostic evidence from outside agencies/ specialists
- Parental concerns
- Assessment tools such as formative and summative assessments

³ adapted from Stonehill School (2015) SEN policy p2

⁴ adapted from La Cote International School (2017) SEN policy p2

Admission

Admission of all students to GICLM is carefully considered and follow the general rationale of this Policy. All applicants are required to declare all potential inclusion and learning difficulties on their application form. Students are screened to identify their minimum level of learning.

Specifically, with regard to Learning, SEN and Physical difficulties placement is considered with regard to these areas:

- Integration in classroom activities and environment
- Integration within extended classroom situations eg sports, performing arts, out of school scenarios
- Integration within pastoral care programmes
- Safety within the physical school environment

Acceptance falls within our current policy as stated in our Admissions Policy as we state in this Policy (p5):

We believe in the principles of a balanced education with a firm belief in Inclusion. However, all students should be able to access and succeed within our curriculum offerings and physical institutional structure. We endeavor to accommodate all students with diverse learning needs to achieve their potential. Applicants with social/emotional issues, learning difficulties or other learning needs must detail all such situations on their application forms in detail for further discussion at interview with admissions officers. Any associated reports, along with details of extra support the applicant is receiving, must also be provided at the time of application. The school reserves the right to refuse applications where the student appears to have needs that cannot be met by the current programme. If we decide that we cannot currently support an applicant's learning needs, we will endeavor to direct parents to more suitable options. Even with subsequent admission, we reserve the right to review a student's progress within the context of our provision. If we decide that we are unable to accommodate a student's learning needs, the student will not be able to continue at GICLM.

The school is continually upgrading its human and physical resources to continue to be an 'open access' institution and to be a genuinely inclusive school. However, GICLM believes that it would be unethical to admit students with any learning difficulties where we genuinely and currently cannot meet their needs with confidence.

Intervention Strategies / Levels

Should:

- Ensure early identification of children with said 'difficulties'
- Use all resources equitably and impartially to enable students to grow as learners in a safe, healthy and supportive environment.
- Ensure evidenced evaluation of the situation
- Involve all key teachers, counsellors and leaders alongside parents. Outside specialist input may be sought as appropriate.
- Provide a differentiated curriculum appropriate to individual needs and where necessary create a clear Action Plan/ Individual(ized) Educational Plan (IEP) to identify subsequent actions/ support that are effectively communicated to all school staff, counsellors and parents for implementation.
- Will contain designated dates/ times for review with subsequent adjustments/ continuation or ending of support.
- Include referrals with external agencies and experts to include developmental pediatricians, speech/ language therapists, occupational therapists as per the needs of students.

Types of Intervention

Individual Education Plan

The School Counsellor, senior leader in charge pastoral and academic head will formulate this Plan in consultation with the parents. This specifically provides strategies and actions to support academic development with regular feedback and review to ascertain progress. It is to be seen as a working document. Students should be fully involved in the setting of targets and reviews. The IEP will only record that which is additional, or different, from the differentiated curriculum. The following skills should be addressed in the IEP as per individual needs:

- Academic skills: to include language, numeracy and assessments in other subject domains
- Cognitive skills: specifically fine motor, gross motor, thinking, reasoning, visual, memory.
- Social skills: including interactions with peers and staff
- Emotional skills: including managing behaviour
- Communication skills
- Learning skills: study skills, time management, organization, conflict resolution, stress management, problem solving
- Behaviour and value modification: respect, care, courtesy, listening, responsibility, helping others.

All students are recognised as individuals and IEP's will be created accordingly.

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Extended Classroom Support

All students are accepted into mainstream classes. Any extra attention to complete tasks will be set by the teachers. Trained specialists (external and internal) may support the teacher with learning advice and materials.

An additional adult to support specific student classroom learning may be permitted at the discretion of all parties completing an IEP.

Tutoring after school will be offered if required.

Extended Tutor support

To enhance a child centred approach that also gives responsibility to students for their own learning, Tutors, or Support Tutors, may be asked to offer 'one to one' remedial assistance on a regular basis during the daily tutorial time or weekly PSHCE lesson. This would be an 'overview' of targets, achievements and learning strategies rather than specialised attention.

Special Intervention and support for examination students

GICLM fully ensures that all students receive their rights of support as examination candidates as stated in the specific Board materials.⁵ These may include:

- Additional time allowances
- Rest periods
- Use of Amanuenses/ writers
- Readers
- Prompters
- Communicators
- Use of word processors and so on

Examination arrangements for non-external candidates (ie in other grade levels) will be adjusted as above according to identified needs.

Reporting and Assessment Process

Is seen as a support for the ongoing support of students and identification of needs. The Reporting and Assessment Policy communicates this in detail. Pertinent processes include:

- Regular formative and summative assessments throughout all subjects
- Regular reports shared with students and parents throughout the year
- Regular target setting for students with tutors and subject staff
- A Student of Concern system whereby students identified as not meeting academic or pastoral requirements, will be investigated and maybe placed on an individual remedial Action Plan, with review, for a specified time period.

⁵ As stipulated in specific examination regulations for Cambridge and International Baccalaureate Boards

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Roles and Responsibilities

Pastoral Head (Known as Operations Head)

Is in charge of all aspects of access and inclusion for students in the school. Responsibilities may include but are not limited to:

- Overseeing the Admissions process and in consultation with School Heads make final decision about acceptance
- In Liaison with School Heads and Counsellor, oversee and review the ongoing support and IEP's in operation for identified students
- Overseeing the process of parental involvement and agreement within this system
- Oversees the involvement of external professionals and the utilisation of their expertise in this process
- Represent and ensure the rights of all such identified students as necessary
- Report to and advise the Head of School as appropriate

School Counsellor

Works with students, staff and parents in the process. Responsibilities may include but are not limited to:

- Identifies and assesses students based on feedback from all sources at an early stage
- Develop, deliver and review a comprehensive School Counselling Programme to include provision for identified students with Access and Inclusion rights.
- Ensures effective consultation and collaboration with staff and parents to understand the special needs of any student providing information as appropriate
- Provides classroom guidance, individual and group counselling as needed
- Assists families to understand how specific disabilities can hinder academic/ social progress and agree upon shared actions
- Assists teachers with the latest information about identification of students with learning difficulties
- Act as an advocate for such students
- Liaise with and advise colleagues about external agencies and their recommendations to interpret assessment findings and integrate them into school actions
- Oversees the records of all students with learning difficulties
- Advises about resources and staff to enable appropriate learning provision

SEN Advisor (School Counsellor has this role)

- To provide instruction and support to enable identified students to be included in all school activities and learning situations
- To manage, implement, develop and evaluate all IEP's with the Pastoral Head and Head of School.

Academic Heads

- To work alongside the pastoral Head in the Admission process
- To provide the physical and human environment that supports the learning of all GICLM students
- To be part of the review and evaluation process about all students
- To oversee the effective communication systems about students and alerting key personnel as appropriate (eg examination officer)

Exam Officers Cambridge, IGCSE and IB

After identification is provided:

- Complete all official entry forms and applications for students requiring additional support in external examinations.
- To communicate to all parties information about authorised support.
- To ensure that this support is carried out through all phases of examination work as authorised.

Teachers and Tutors

- To help and alert leaders in the identification of students who may have learning difficulties
- To support students in actions and methods as suggested by IEP's communicated by Counsellor/ Pastoral Head.

Parents

- To alert the school about all known or identified cases of learning difficulty in their children
- To provide any previous diagnostic assessments for evaluation
- To undertake any current or future arrangements with external agencies as requested by the school and supply feedback about findings
- To work alongside the school in deciding upon and appropriate IEP and the subsequent auctioning of its contents.

Confidentiality

Confidentiality is the act of protecting all personally identifiable data and information in print or electronic form. These documents have restricted access to those of working concern only. Confidentiality is important to observe the rights of students.

- All formal or informal discussion between parties should be only with valid reasons
- Sharing of the information about the student with external bodies should only take place after consent from the concerned person or parents in written form (email sufficient)
- Loss of any records or breakdown in confidentiality, should be reported to the Pastoral Head immediately. Subsequent actions may include bringing this situation to the person concerned.
- Such records should be stored separately with restricted access.

Bibliography

Stonehill School (2015) SEN policy
IB Learner Profile Booklet (2006) International Baccalaureate Organisation, Geneva IBO
La Cote International School (2017) SEN policy
International Baccalaureate (2019) <u>Learning Diversity and Inclusion in IB programmes</u> , Geneva IBO
GICLM Admissions Policy (2017)
International Baccalaureate (2009) <u>Candidates with Special Assessment Needs</u> . Wales: International Baccalaureate Organisation (UK) Ltd
Cambridge CIE (2019) Cambridge Assessment Regulations (Guidance notes for Special requirements) CIE publications

Appendix One: School/ IB Learner Profile⁶

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry & research & show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad & balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize & approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently & creatively in more than one language and in a variety of modes of communication. They work effectively & willingly in collaboration with others.

⁶ IB Learner Profile Booklet, International Baccalaureate Organisation (Geneve IBO) March 2006

Principled	They act with integrity & honesty, with strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

GICLM Access