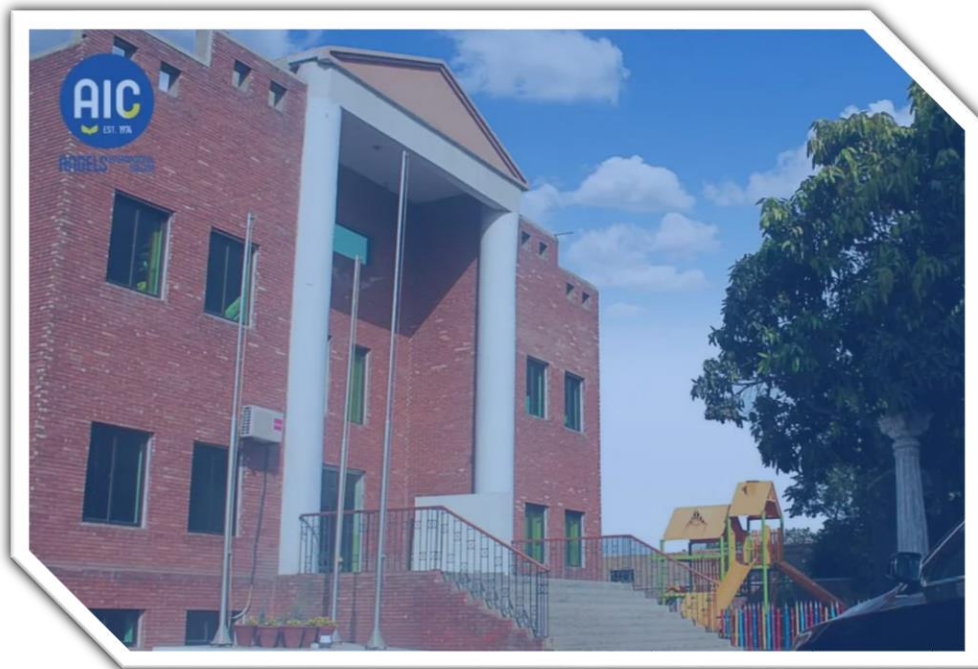




Inclusive Education Policy

Angels International College

IB World



Inclusive Education Policy

Angels International College Mission Statement

AIC aspires for a globally connected learning environment that fosters high standards for quality education through ongoing collaboration. Institution aims to develop learners having well developed critical thinking and affective skills grooming them as lifelong learners. We intend becoming world citizens applying principled and differentiated approach equipping learners to cope with national and international contexts. We strive to develop world citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

What is Inclusive Education:

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all. Promoting inclusion means stimulating discussion, encouraging positive attitudes and improving educational and social frameworks to cope with new demands in education structures and governance. It involves improving inputs, processes and environments to foster learning both at the level of the learner in his/her learning environment and at the system level to support the entire learning experience. Its achievement rests on our willingness and capacity to approach inclusive education as a constituent element of lifelong learning.

Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programmes and practices.

“Inclusion involves a process of reform and restructuring of the school as a whole” to cater to the diversity of children with different conditions and abilities. (Mittler, 2012).

Inclusion in an IB context

IB 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. (www.ibo.org) “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.” [Learning diversity in the International Baccalaureate programmes (2010)] IB Programme standards and practices documents the practices required by schools to demonstrate their support for learning diversity.

STATEMENT OF PURPOSE

We at AIC believe in an integrated and inclusive education system for all. The concept of inclusive education is not new in Pakistan. In 1986, a National Policy for Rehabilitation of the Disabled was formulated which focused on integrated education, under which children with disabilities were to be rehabilitated by being included into mainstream schools.

The 1988 education policy created an exclusive and segregated system for children with special needs on the grounds that integration was not a realistic goal. In 2002, the National Policy for Special Education reiterated the idea of inclusive education, but it was again dropped from the National Action Plan of 2006.

The UN Convention on the Rights of the Child was introduced in 1991, mandating the state to protect the rights of children through inclusion in mainstream schools, employment, culture and recreation. Article 28 of the convention states that “...In most countries, the state provides special education facilities for disabled children. This education seeks to change the child to fit the society. Inclusive education tries to change the school to meet the needs of children with

disabilities. This is the most efficient means to ensure that children with disabilities develop like children without disabilities...”

The UNCRPD was ratified by Pakistan in 2011. According to Article 24 of the convention, “States parties recognise the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, states parties shall ensure an inclusive education system at all levels....” Further, they are required to ensure that “persons with disabilities are not excluded from the general education system on the basis of disability....”

An inclusive education system benefits child from all groups in society, not just children with disabilities, by inculcating tolerance, acceptance and appreciation of diversity.

Principles underpinning the Inclusive Education Policy

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners. Our education system is built on a values-based approach to accepting responsibility for all children and students.

Principles of Inclusive Education

These principles are inherent and form the basis of our inclusive education system. They guide and direct us to make informed value-based and learner-centered decisions related to policies, practices and actions at every level of our education system.

1. **Expect, value and support diversity and learner differences** - Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

2. **High expectations for all learners** - Creating a culture of high expectations begins with an accessible and diverse curriculum supported by meaningful and relevant learning experiences. Educators and families act on the idea that, with the right approach and support, every learner can be successful.
3. **Understand learners' strengths and needs** - Meaningful data is gathered and shared at all levels of the school—by teachers, families and administration to understand and respond to the strengths and needs of individual learners.
4. **Reduce barriers within learning environments** - All stakeholders work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students' ability to be successful learners and to be a participating member in the school community.
5. **Capacity building** - School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create a flexible and responsive learning environment. Capacity building takes place at the personal, school and system levels.
6. **Shared responsibility** - All education stakeholders are committed to collaboration and are dedicated to the success of all learners.

The goals of Inclusive Education

The goals of the Inclusive Education Policy are to:

- follow the national policy on Special Education
- ensure that the special needs of our students are identified early, assessed, and provided for
- clarify the expectations of all stakeholders
- identify roles and responsibilities of the stakeholders

- assist all students in accessing all elements of the school curriculum and assessment policy

The staff at AIC acknowledges that:

- students have different educational and learning needs, abilities and profile;
- students gain knowledge and skills at a differentiated pace through different means;
- all students are capable and unique
- students are lifelong learners and should be provided support
- the school welcomes all students irrespective of their barriers

There are 3 types of needs where this may be necessary:

1–Health and personal care needs.

Students whose health or personal care needs are such that they cannot safely access or participate in school without EA support. This support may not be required all the time the student is at school but is required on a persistent ongoing basis. EAs undertaking this work may require specialised skills. An example would be a student with some physical disability who requires assistance with toileting and eating while at school.

2-The safety of students and staff.

Students with SEN and/or an inability whose behavior may pose a threat to their own, other students or staff members' safety and who require ongoing support to manage this behavior in the school setting. This issue may arise only in the context of particular curriculum areas (e.g. PSPE in PYP or MYP) or it may be more pervasive and affect all aspects of the student's life at school. Educational Assistant will stay with the student in and outside the classroom to monitor and aid the student where required.

3– Curriculum access.

EAs can be used to support a student in accessing the curriculum. This support may take a variety of forms. It may involve working with a student in a small group or large class to facilitate their participation in a teaching programme. For instance, the EA may support students in accessing texts or in developing written responses; they may assist students in remaining focused and on task or the EA may work with students developing appropriate social skills.

1. Learning Difficulty:

‘Learning difficulty’ implies that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has an inability which hinders his or her use of educational facilities. The differently abled reading (Dyslexia), mathematics (Dyscalculia) and writing (Dysgraphia) are all examples of learning difficulties. There is a broad spectrum of advancement within these special needs, the school has the facilities to identify learning difficulties and deal with them to a certain degree, but children with specialist learning difficulties are advised to seek an external diagnosis/treatment.

2. Physical Disability:

‘Someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities.’ At present, the school is unable to facilitate the complete needs of such students, but we look to further develop our accessibility facilities in the near future.

3. Emotional or behavioral difficulties

Emotional disturbance describes a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affect a child’s educational performance: Teachers routinely observe student behavior and write regular reports about conduct, and children exhibiting emotional difficulty are given careful attention by the staff. Preliminary stages of emotional and behavioral

difficulty at advanced stages (as deemed so by the school) require an external diagnosis/treatment.

4. Sensory Impairments

Hearing impairment, whether permanent or fluctuating, adversely affects a child's educational performance but that is not included under the definition of deafness.

5. Speech and Language difficulties

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

6. Medical Conditions

Someone who has been diagnosed with a chronic medical ailment e.g. Diabetes, Asthma, Thalassaemia, Epilepsy, heart condition, etc. and might require support by the school advocates.

7. Gifted or Talented (GT)

The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group within their particular school. Gifted and Talented pupils may also present with a learning difficulty.

Inclusion: 'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.' (Removing Barriers to Achievement, 2004).

Identification, assessment and provisions associated with Inclusive Education

1. The student's special educational needs may be met within the school or with the help of an external specialist.
2. Meeting student's needs within the school:

When a potential learning challenge is identified by teachers or communicated by the student or his/her parents, these are addressed by appropriate differentiation within the classroom.

3. In a differentiated classroom teacher:
 - Differentiate process: It involves providing students with varied opportunities to process or understand the content
 - Differentiate assessment: it involves supporting the students in showing what they know, understand and are able to do. This includes the use of modified tests, allowing the use of keyboard or other aids etc.
4. Classroom-level differentiation may be supplemented with the following support outside the classroom:
 - Help with homework
 - Academic tutoring by teacher or by fellow student
 - Counseling by a recommended therapist
5. Any adjustments made to teaching and learning, and any other support the school provides are discussed in advance with parents and students and their wishes are considered.
6. If despite receiving all possible support from the school a student makes little progress or shows signs of difficulty in developing key skills, which result in poor grades in some curriculum areas, external support provided by outside health, psychology or educational professionals is sought. Any expenses associated must be borne by the parents.

7. An Individual Educational Plan/FEN Plans may be developed for the student. The Individual Educational Plan will be communicated to the teachers by the Coordinator.
8. In case of IBDP students, the DP Coordinator will get consent from the parent/ legal guardian to submit a report by authorised professionals to the IB Assessment Centre as evidence for requesting inclusive/special assessment arrangements.
9. All such requests shall also be approved by the Principal/School Head.
10. It is the responsibility of the parent to initiate a student's assessment access needs and/or learning support needs, and to be cooperative concerning professional documentation.
11. The IBO shall inform the DPC of any special arrangements approved for the said student.
12. The DPC shall then notify the student, parent and the teachers involved.

We identify, respond and reflect on the needs of individual students. To ensure that students are provided with an inclusive, rigorous, appropriate and engaging learning programme we will: -

- Regularly assess students to determine prior knowledge/skills to help identify where students are operating developmentally and monitor their development
- Plan, document and create a personalised learning plan, delivered in a variety of ways that allow individual students to build upon existing capabilities, interests and understandings
- Monitor student learning through formative assessments
- Assess demonstrated learning outcomes of students to determine when to adjust, extend or reinforce learning

- Extend learning support through differentiation in which tasks are modified to suit the needs of the student
- Provide students with opportunities to make choices based on their strengths, needs and interests
- Increase students' self-esteem and positive well-being through significant teaching and learning experience

To create a strong and friendly partnership with students, families and the wider community we will:

- Communicate on a regular basis with the student, counselor, teachers and parents
- Work together with families to ensure that students' needs and shared goals are met
- Document and maintain confidentiality for all discussions and actions
- Provide support to families to gain access to resources within the school community and other external support agencies
- Nurture a school community where members feel safe and free from discrimination, bias and harassment

To deliver a high-quality curriculum and a successful learning environment we will:

- Provide teachers and support staff with ongoing professional development opportunities
- Incorporate flexible, inclusive teaching practices such as differentiation which will include:
 - scaffolding,
 - modeling,

- using clear teaching strategies,
- visual aids,
- demonstrations and assistive technologies (laptop) and **software**
- Access resources and support agencies to help develop and design evidence-based intervention programmes for students where required
- Collaboratively and purposefully plan, monitor and report students' needs and outcomes.

Creating an inclusive curriculum

Our inclusive curriculum shall address the child's cognitive, emotional, social and creative development. It will be based on the four pillars of education for the twenty-first century

- learning to know,
- to do,
- to be and
- to live together.

Our curriculum will play an instrumental role in fostering tolerance and promoting human rights. It will act as a tool for transcending cultural, religious, gender and other differences. [An inclusive curriculum takes gender, cultural identity and language background into consideration. It involves breaking negative stereotypes not only in textbooks but also, and more importantly, in teacher's attitudes and expectations.

The curriculum will employ multilingual approaches in education, in which language is recognised as an integral part of a student's cultural identity, and thus act as a source of inclusion.

The inclusive approach to curriculum policy will have built-in flexibility and can be adjusted to different needs so that everyone benefits from a commonly accepted basic level of quality education.

The checklist for inclusive curricula:

- Are principles of non-discrimination, appreciation of diversity and tolerance being fostered through the curriculum?
- Are human rights and children's rights part of the curriculum?
- Does the curriculum address the coexistence of rights with responsibilities?
- Is the curriculum inclusive of all children?
- Is the content of the curriculum relevant to the needs and future of children and young adults?
- Are the programmes, learning materials and teaching methods well adapted and relevant to the lives of students?
- Does the curriculum allow for variation in working methods?
- Does the curriculum promote education on physical and mental health?
- Is the curriculum sensitive to gender, cultural identity and language background?
- Does the curriculum discuss education for sustainable development?
- Does the curriculum reflect visions and goals of wider development in your country?
- Is feedback gathered and integrated for regular revision of the curriculum to take new visions and circumstances into consideration?

Teachers and the learning environment

The way teachers teach is of critical importance in any reform designed to improve inclusion. Teachers must make sure that each pupil understands the instructions and expected working modalities. Similarly, the teacher him/herself must understand the pupil's reaction to what is being taught since teaching only has meaning and relevance if the pupil acquires its content. Teachers thus need to be educated in alignment with these expectations. Teachers as well as school leaders must be encouraged to discuss learning and teaching as well as methods and possibilities for development. They must be given a chance to reflect together on their practice, and to influence the methods and strategies used in their class. Teachers must also be familiarised with new curricula and trained in addressing student performances. A child-centered curriculum is characterised by a move away from rote learning and towards greater emphasis on hands-on, experience-based, active and cooperative learning. Introducing inclusion as a guiding

principle has implications for teachers' practices and attitudes – be it towards girls, slow learners, children with special needs or those from diverse backgrounds (cognitive, ethnic and socio-economic). Teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as 'challenging'. Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes.

Flexible teaching-learning methodologies necessitate shifting away from long theoretical, pre-service-based teacher training to continuous in-service development of teachers. It must be noted that all specific knowledge and competence cannot be given to the same individual. Several specialisations are needed to cooperate with and support ordinary school staff.

Checklist on teachers and the learning environment

- Are there enough trained teachers deployed appropriately through the programme?
- Is the teaching inclusive of all children, protective, gender responsive and encouraging of the participation of the learners themselves?
- Is the professional development and motivation of teachers enhanced by providing incentives and ongoing professional development?
- Is the learning environment safe and healthy?
- Are teaching methods interactive?
- Are teachers encouraged to work in teams?
- Do learning and teaching materials cater to the needs of all learners with learning difficulties (visually impaired, hearing impaired, etc.)?
- Are teachers encouraged to cooperate with parents?

Responsibilities of the School:

1. The School will appoint an Inclusive Education Committee comprising of (5) members from the management, teaching staff and when needed external associated psychologist or therapist. They will be responsible for review and revision of the policy as per need.

2. Requiring a fitness certificate from a registered medical practitioner
3. Carry out an Academic Assessment at the time of admission. Students who are identified as academically challenged will be assessed accordingly. The admission test may be altered to assist the student or the student may be provided with appropriate, authorised aids. This may include question papers with larger texts, students recording their answers on a tape recorder, a helper writing answers for the student as he/she dictates the answer, lesser difficult assessments, specially designed assessments, extra coaching classes, counseling/mentoring sessions etc.

4. **Provision of Support**

- a. Once a student has been assessed for a specific kind of condition, the parents, and the teaching faculty have been taken on board, it will be the assumed responsibility of the school to make arrangements to manage the learning of the student.
- b. The school must monitor the progress and support provided to the student to ensure the plan is working in the beneficial interest of the student. The plan will be improvised as per need.
- c. The school meets the parents within every three weeks to ensure progress.
- d. All personalised plans for inclusive education will be framed around the following objectives:
 - i. Minimizing learning gaps
 - ii. Overcoming or working around impediments hindering the learning and developmental process
 - iii. Rebuilding confidence and trust in the student

Responsibilities of the Coordinator:

The coordinator will be responsible to:

Create staff consciousness of the Inclusive Education Policy and awareness of the needs of students identified as students with special education needs;

Provide staff training to successfully implement and support inclusive education and differentiated instruction;

Provide resources with approval from the School Head for the implementation of the policy.

Work collaboratively with faculty to support students with special needs;

Provide the Individual Education Plan for students with special educational needs

Maintain documentation and ensure its confidentiality

At time of admission, advise parents of the rigorous program requirements to ensure appropriate placement.

Educate teachers with the Special Assessment Needs Policy by IB.

Communication between the School and IBO (DP and MYP Only)

1. The MYP and DP Coordinator will communicate with the IBO on behalf of the School.
2. The MYP and DP Coordinator will submit a request for inclusive assessments arrangements to IB on behalf of the candidate.
3. This must be done 6 months before the e-assessment/written examinations using the online request form.
4. Relevant supporting documentation will be submitted (uploaded) with the online Request for inclusive assessment arrangements:

- a. Medical/psychological/psycho-educational documentation (translated into English, where necessary) .
- b. At least one piece of educational evidence; anecdotal observations from the school such class observation by the MYP and DP Coordinator, a teacher, learning support/inclusion coordinator or school counselor, an individualised educational plan (IEP), Handbook of procedures for the MYP and Diploma Programme, samples of the candidate's work, the work submitted.
- c. Evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

Responsibilities of the Parent

1. They will play an active part in the child's special needs assessment.
2. They shall extend cooperation as per need.
3. They will ensure, they provide accurate information to the School regarding their child's special needs.
4. They will regularly meet the Programme Coordinator and the School Counselor to get an update on the progress of their child.
5. The parent/guardian of a student with Special Education Needs must provide the school with valid and recent medical/educational records of the candidate, attested by reliable authorities which legitimately prove that the candidate requires special education provisions.
6. A character certificate from the last school attended, along with report cards/annual results of the last class attended must be submitted by every parent in addition to the medical reports.

Responsibility of the Student:

Students shall:

1. express their feelings and their needs regarding their education
2. participate in discussions concerning them
3. indicate their choices
4. ask for information and support when they require them
5. take an active role in using the methods recommended to them.

Sharing with Stakeholders:

The inclusive education policy is shared with all stakeholders through following mediums:

- At the time of admission
- School website
- Discussed frequently in Parent-Teacher-Management collaborations conducted by the School

Policy Review:

AIC policy review panel shall review and update the inclusive education policy every year.

The panel includes office bearers from academic monitoring and evaluation departments.

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