



# INCLUSION POLICY

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### **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.

### **MIS Vision**

To provide a platform to each girl to explore her latent talent in the desired field.

### **MIS Mission**

Inspiring our girls to be fearless leaders and women of integrity by promoting a culture of enduring educational excellence, social, emotional, physical wellness in a caring, happy secure and spiritual environment enriched with the values of discipline, mutual care, respect and tolerance.

### **MIS Motto**

Dhiyo Yonah Prachodayat

-Rig Veda 3.62,10

‘WHO (यो) (we pray to) propel (प्रचोदयात्) our (नः) Intellect (धियो) on the Divine-righteous path to unfold spiritual potentiality & enlightenment.



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## ESSENCE OF INCLUSION

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers to learning. Inclusion is an organizational paradigm that involves change with the goal of providing all students with “a meaningful and respectful learning experience that engenders in them self-confidence and a sense of belonging to a larger community” (Next Frontier Inclusion, 2011, p.7). It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. As an International Baccalaureate continuum school, MIS recognizes that inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community (*Learning diversity and inclusion in IB programmes*, (2016).

An inclusive learning environment is friendly, welcoming and protective for all students. Inclusion is the International Baccalaureate (IB) Learner Profile in action.

- **MIS Inclusive Education Policy**

MIS is committed to creating an educational setting, where all students benefit from a multimodal approach that facilitates all learning approaches in an authentic, interactive learning environment.

- **Learning Diversity**

MIS recognizes that each student is unique and aims to provide an environment in which all children are supported to reach their full potential. We incorporate inclusive practices and recognize that access to learning for all students is the shared responsibility of the classroom and specialist support teachers and the parents/guardians.



## **PURPOSE OF THE POLICY:**

### MIS Inclusion Policy:

- Communicates the expectations for creating and maintaining an inclusive educational environment for all students.
- Establishes clear responsibilities of all stakeholders- administrators, teachers, students, and parents toward inclusive arrangements in Mussoorie International School's IB Programme.
- Clearly communicates the various support opportunities that are available to students.
- Describes how inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

## **INCLUSIVE PHILOSOPHY AT MIS**

### At MIS

- All the students, irrespective of caste, creed or economic background, should have an equal opportunity to attend the school, including the students who learn differently
- There are limitations to the structure of the building, which limit the range of disabilities the school can cater for.
- We do our best to anticipate the needs of a pupil or member of staff with disabilities before he or she joins the school.
- We ensure that pupils with a disability will not be treated less favorably than others because of the nature of their disability.
- We value individuals and celebrate their achievements.
- We ensure that policies and systems are in place to promote inclusive provision and practice.
- We identify and respond to the individual learning needs of our students to the best of the resources available and capacity, and aims to integrate all students into the mainstream classroom as much as possible.
- We identify and overcome barriers to learning for groups and individuals.



- We set suitable learning challenges for all students.
- We ensure that the special needs of our IB and other students are identified, assessed, and provided for.
- Teaching staff to continue to be responsible and maintain high expectations for the learning of all students in the class, ensuring an inclusive and respectful climate.
- We encourage cooperative planning and teaching by all teachers for all students.
- The school will allocate resources to assist students in accessing all elements of the curriculum.

### **DEFINITION OF SPECIAL EDUCATION NEEDS**

Students have special educational needs if they have a learning difficulty which calls for a special educational provision to be made for them.

The students have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of the students of the same age; or
  - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the students of the same age in schools within the area of the local education authority.
- or
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

The students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## REIMAGINING GOAL -ACCESS TO LEARNING AT MIS

To provide access to learning for all students at MIS, the school recognizes the pillars of an inclusive school as a focus on how the students learn; a strong foundation of personalized instruction; a firm commitment to collaboration; a respectful and supportive school culture; understanding of the varying *zones of proximal development* (Vygotsky) of the students; and the necessary flexibility in a tiered approach to the special education programme.

Inclusion practice at the DP applies the four principles of good practice as identified by the IB:

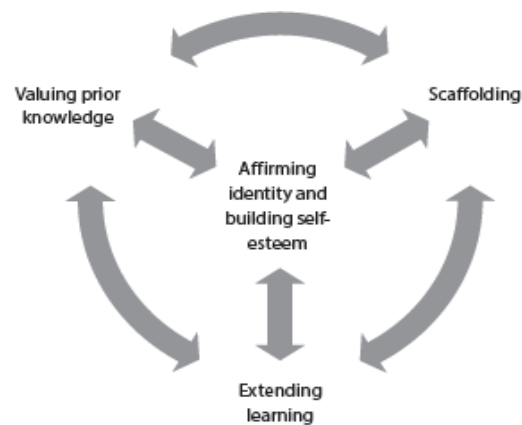


Figure 1  
Visual representation of the four principles of good practice in an IB SEN learning cycle

- *Valuing prior knowledge*: meaningfully assess existing knowledge, strengths and interests. Take into account prior learning when designing, differentiating and planning for new learning.
- *Scaffolding*: Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery. Modifications such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers.
- *Extending learning*: create the social and emotional conditions for learning and promote environments that welcome, celebrate and embrace the diversity.
- *Affirming identity and building self-esteem*: Students with a positive identity are better





able to take the risks necessary for successful learning. All students are visible and valued.

## **SUPPORT SYSTEM AT MIS**

The Learning Support department focuses on the early identification of support needs. Support at MIS is classified according to the following tiers:

- **Mild Support**

Mild support consists of accommodations, consultancy among teachers, in-class support or small group, targeted instruction.

- **Moderate Support**

Moderate support provides support for the students with more specialized needs through co-teaching and small group support along with appropriate therapies which may be required. At this time MIS maintains a list of agencies able to support therapies for which the MIS Ecosystem has no facility, which will be shared with families as appropriate for their child's needs.

- **Intensive Support**

MIS provides its limitations in providing intensive support for learners with cognitive or developmental disabilities like dysgraphia, dyslexia, dyscalculia and other learning disabilities. Intensive support in the modifications to the MIS programme is done from grade 1 to grade 8 for the national curriculum and international curriculum. Available guidelines are followed in

(i) Appendix 8 (a) – CISCE - ICSE/ ISC

(ii) Appendix 8 (b) – CAIE

(iii) Appendix 8 (c) - IBDP



## PERSONALISED EDUCATIONAL JOURNEYS WITH MODIFICATIONS AND ACCOMODATIONS

MIS believes that it is the responsibility of every teacher to provide the highest expectations in the classroom so that each student is included, challenged and successful. To personalize learning for each student, MIS provides differentiated instruction including modifications and accommodations.

**Modifications** are changes in expectations. Modifications are provided when students are not yet ready or experience difficulty reaching the grade level standards or have already reached beyond grade level standards. Modifications can include changes to the instructional level, content, or task specific clarifications for tasks.

Modifications are implemented after a student study team comprising of the Learning Support specialist, classroom teachers, subject teachers, appropriate coordinator, counselor and section head have met on the Individualized Learning Plan (ILP) of the student. The continuum of learning for students with accommodations requiring authorization and modifications becomes an Individualized Education Plan (IEP) over the long term.

**Accommodations** are changes in how the student accesses information or demonstrates learning. It is a way of personalizing or differentiating instruction. Accommodations are made with fidelity to the grade level standards and do not change the expected outcomes for the student's particular grade level success criteria. Changes are made to give students appropriate entry points to learning and/or multiple approaches to show learning. Accommodations are ways of differentiating and benefit all students in the classroom. Accommodations may include changes such as:

- presentation and/ or response formats/products and procedures/processes
- instructional strategies
- time/scheduling
- environment
- equipment
- resources and materials



## **THE INDIVIDUALIZED EDUCATION PLAN**

At MIS, students who have been identified as needing academic coaching or learning support are provided an Individualized Education Plan (IEP). The IEP is created after a learning support need is identified. The IEP includes information from observations, student's interests, learning approaches, strengths and challenge areas. The LS specialist calls the IEP meeting. It is attended by the LS Coordinator, Class teacher(s), the DP Coordinator, Head of academics and student (when necessary).

The duration of the IEP is determined by the Learning Support Coordinator in conjunction with the class teacher. At all times, special attention is given to the privacy and confidentiality of the student and family and the need to maintain the student's' positive regard for self.

The purpose of the IEP is to document a student's needs and ensure common understanding of his or her learning profile, to identify modifications and/or accommodations, and to set expectations about a common approach amongst teachers, parents, therapists, administrators and students as they collaborate toward common goals (Next Frontier Inclusion, 2011, p. 24).

In the case of a new student entering the school with a previous diagnosis of a learning disability, the IEP and case management begins within a month after admission, after observation of the student in all environments. The process of the Child Study Team is described in the Learning Support Process.



## LEARNING SUPPORT PROCESS AND REPORTING

- ***Start of the Academic year***

- Classroom interactions and observations of all students for 2 - 4 weeks or until class assessments are done
- Observation and monitoring of students who were/ are in the system

- ***For the students who already have a formal assessment (Level 3)***

- An Individualized Education Plan (IEP) is created at the end of the previous academic year. It is reviewed within the first two weeks of school.
- The IEP is created after reviewing the students' previous IEPs and after discussion with the Homeroom teachers and subject teachers.
- The IEP goals will be reviewed with class teachers and heads before sharing with parents in the first 2 weeks.

- ***Referral***

After the Class assessment is done or if a Classroom/ subject teacher or parent has any concerns during the year, the stakeholder can send an email to [viceprincipal@misindia.org](mailto:viceprincipal@misindia.org) or fill out a Learning Support (LS) or Counseling Referral form and hand over the same to the LS teachers.

**(Student Referral Form)**

- ***Observation***

Once the referral form has been filled out, the LS teachers will observe the student for up to 2 weeks. The LS teacher will collate information about the student from teachers, parents and previous assessments before planning and sharing the intervention planned for the student with the stakeholders. The intervention may be an Individual Learning Plan (ILP) or Recommendation Form based on the in-class observations.

**(Subject Teacher – L S Teacher communication form, Initial Information form)**

### **Level 1**

- The Recommendation Form lists classroom strategies and accommodations that can be implemented by the class teachers.
- LS teachers will continue to have ongoing observations of referred students.



- Observations will keep a tab of the consistency and impact of the shared strategies in the form.
- Based on observations and teacher feedback regarding the child's progress, recommendations are altered. Progress is tracked on an ongoing basis.

If the child is not showing steady progress despite consistent implementation of the recommendations made over a span of 6-8 weeks, an Individual Learning Plan may be created for the child. **(Recommendation Forms: Primary, Middle and Senior)**

### Level 2

- An ILP is created for the child for a period of 6 weeks.
- It details interventions that the classroom teacher and the LS teacher will be doing with the student.
- The LS team will work with the student in small group, pull-out sessions to build the necessary skills.
- It is reviewed every month with the Homeroom teachers to ensure progress of the child.
- At the end of one ILP, a meeting is held to check if the child has progressed to be able to perform independently in the classroom.
- A PTM will be held with the parents to share with them the present level of the child and the goals worked towards.
- If required, a second ILP is created for the child for an additional 6 weeks. It is reviewed every 2 weeks
- After ILP is reviewed and if a child requires further support to be able to perform independently in class, a Parent Teacher Meeting (PTM) is held along with the LS teacher conveying that an external formal assessment would be required to provide necessary interventions to support the child's needs.
- ILP 3 will be started with the child in the meanwhile.

(If all the stakeholders feel the need to ask for a formal assessment after Wave 1 of the ILP, the same is communicated with the parents.)

### Level 3



- Once the formal assessment is received, parental/ guardian consent is taken to create an Individualized Education Plan (IEP), which contains a comprehensive and holistic description of the student
- The IEP is created for the child (within the week) and shared with all the stakeholders: class teachers, programme heads, parents, LS team  
**(Subject Teacher – L S Teacher communication form Parents L S Teacher communication form )**
- The IEP also outlines support the student may require outside of school and/or at home. A hardcopy of the IEP is shared with the parents
- The LS team will work with the student in small group, pull-out sessions to build the necessary skills.
- The IEP goals are tracked on a weekly basis by the LS member and a meeting is held every 2 weeks with the teachers/ Heads to discuss observations.
- A parent meeting is held at the end of the 6 weeks for overall review and goal setting for the next 6 weeks plan. Parents are encouraged to contribute to the proposed IEP SMART goals set and the final plan is shared with them.  
Consecutive IEPs are made limited to a 6-week cycle **(IEP, IEP Target Tracker)**
- An End of year report will be created for students who have received support from the LS team showing the child’s progress over the course of the year, and the goals for next year.
- IEP goals for the child for the next year will also be shared with all the stakeholders and the plan will be reviewed at the start of the next academic year. **(IEP, IEP Target Tracker)**

## **GIFTED AND TALENTED STUDENTS**

*Gifted:* We use the term ‘gifted’ to mean those students who are capable of excelling academically in one or more subjects. Giftedness is the presence of high levels of natural abilities across cognitive, creative, socio-affective and sensory-motor domains and is commonly characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance compared to students of the same age.



*Talented:* 'Talented' refers to those students who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise.

### **Provision within school**

Where a student is gifted or talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers use a variety of techniques and strategies to provide for the 'gifted' child.

### **Planning for the 'gifted' & 'talented' students**

- Identifying provision for 'gifted' and 'talented' students in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching.
- Restructuring class organisation or student grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

### **Challenging the 'gifted' & 'talented' student**

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

### **Extending and enriching the curriculum**

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists



- Use of additional support, TA's, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school year
- Activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisations

### **Differentiated Learning**

Differentiation will be built into our curriculum planning through –

- Differentiation by outcome
- Differentiation by task
- Differentiation by pace
- Differentiation by resources/materials/equipment.

There will be a commitment to developing extension and enrichment materials which

- Allow individual responses
- Emphasis on collaborative teaching and induction of trans-disciplinary activities
- Encourage creativity, imagination and different types of CAS projects
- Satisfy developmental stage rather than chronological age
- Stress process rather than content.

Differentiated homework will be made available when appropriate and other activities to complement our curriculum provision may include:

- Opportunities to develop leadership and communication skills
- Where appropriate some students may be accelerated through a learning program
- Development of a resource base of extension and enrichment activities.

### **SOCIAL AND EMOTIONAL ASPECTS OF LEARNING (SEAL) AT MIS**

SEAL implementation is underpinned by clear planning focused on improving standards, behaviour and





attendance of students who need special support in developing social and emotional skills. SEAL students would benefit from additional support as they get an opportunity to work in small groups and are involved in all the aspects of school life. MIS emphasize on greater engagement with parents/careers for any initiative in the adoption of social and emotional learning programmes beyond SEAL.

### **INCLUSION IN PYP**

The policy of inclusion at PYP follows the Inclusion guidelines of IB. Additionally, the school inclusion policy is followed throughout, including the PYP. The various dimensions of the policy is mentioned underneath:

#### **Cultural Inclusivity**

The school by the philosophical belief and 38 years of legacy has come up to the level of cultural inclusivity and dynamism. This is achieved by making a conscious effort to intake students not only from various regional, cultural, linguistic and religious background of the country but also of the world. The mix of mother tongue language, culture, belief systems and faiths are crucial tools in the process of learning, more specifically to the students of the Primary Years. Thus, diversity of culture offers us a dynamic ambience of learning.

#### **Pedagogical Inclusivity**

Pedagogical Inclusivity lies at the heart of the Primary Years Programme and we continuously improve the pedagogical skills of our faculty in the form of external and internal professional development workshops and deliberations. The everyday learning-teaching is planned, mentored, improvised and implemented to cater to all kinds of learners: learners who learn through visualizing, through imagination, through action and such innumerable ways. We intend to implement the cultures of thinking in every classroom which plays a vital role in valuing the different and dynamic thinking, perspectives and thus is extremely inclusive in nature. The pedagogical style of collaborative learning, through fluid and diverse groups of learners scaffolds the learners who tend to lag behind in certain aspects. The strategy of scaffolding through grouping is not just based on academics but also of creative and performing arts and sporting skills and thus the community fosters different versions of agencies. Differentiation strategy in the form of altering instructions. Frequent monitoring and



mentoring through feedback, adaptive assignments, learning flexibility in terms of pattern and time of assignments are also tools for pedagogical inclusion.

### Linguistic Inclusion

The role of language in PYP is beyond the status of language-based subjects. We encourage learning of language to aim international mindedness, learning for language and language in itself as a learning. Considering, the dynamism of world languages and the through this the world culture to be introduced in the very initial stage of formal schooling is extremely challenging! We plan to accept this challenge by the strong gesture of hand holding through the intermittent usage of mother tongue language in varied degree according to the scaffolding required by the individual student.

### PROFESSIONAL DEVELOPMENT

- Workshop on different types of learning difficulties, teaching strategies, language and literacy, and teaching mathematics are conducted regularly by professionals.
- Professional development focused mainly on the IEP process, knowledge of specific disabilities, administrative skills, testing diagnosis and assessment, teaching methodologies (including team-teaching) relevant to SEN and contact with experienced teachers.
- High emphasis on training teachers in researching, implementing and evaluating effective teaching and learning strategies for the diversity of students they will encounter over their teaching careers.

### ADMISSION CRITERIA

The Admission policy at MIS clearly states the criteria for admission to the school. It also clearly states from the start, with fairness to the student, that it may not be able to meet all special needs of a student. At times, it could be the severity of the disorder that would be the basis of non-admittance to the school. At others, the admission may be refused so as to continue to maintain a healthy balance of typical and atypical students in a grade for maximum benefit for all.

The admission department would need to consult with the Learning Support Coordinator before accepting the students with known special needs into the academic program. Parents are required to share all relevant information regarding their child's abilities and medical history at



the time of applying for admission. All diagnostic and assessment reports would need to be submitted along with the application form. The psycho-educational assessments submitted would need to have been by a licensed educational psychologist done within the last two years. The school team would review each individual with special educational needs on an individual basis at the time of application.

The review will look at the resources the child will require in terms of human resources, financial, material and space resources as well as the parental commitment to supporting their child's educational program at home and school.

Parents are required to clearly communicate previously identified special needs or the support the child has received in the previous school. Parents of students admitted to MIS would be expected to commit to providing any extra support that is asked of them to support the plan for the student. This extra support may be in the form of therapies from external professionals, such as Occupational Therapy or Speech therapy, to name a few. Or the support may be in the form of educational support or a combination of both, educational and specialized therapy.

If at a later time it is found that previously diagnosed condition was not disclosed by the parents, the school is at the liberty to ask the parents to withdraw their child from school. The decision would be at the discretion of the school head. To enable the school to provide the best for the student's educational needs, full parental cooperation would be required.

### **Who can be admitted at MIS?**

The environment and curriculum at MIS would need to support the student with SEN needs and also be beneficial to the student. There would be no discrimination against any disability. However, the degree and severity of the disability will determine if the environment would be best suited for the student. The environment is inclusive of the physical structure, the curriculum outcomes and the individuals who support the system.



## **ACTION PLAN AT THE DP LEVEL FOR INCLUSION AND DIVERSITY**

### **Admissions and Enrolment phase:**

At the admission and initial enrolment stage, the Diploma applicant completes the admission series of tests in English language and Mathematics. The assessment is followed by an interview before making final offers of admission. The choice of DP course versus the full diploma is made in consultation between DPC, Head of Academics, Head of School, Parents and Student, as mentioned in the Admission Policy of the school.

The assessment results enable the school to assess the capacity of the school to support the learning of students and where necessary, in consultation with the Learning Support team on the ways by which the student may access and demonstrate learning in MIS IB Diploma Programme.

### **Teaching and learning phase:**

MIS expects and supports the notion that students may have the intellectual capacity to meet all the curriculum and assessment requirements but may need additional support to enable them to attain their full potential. The differentiation initiative for diploma students will be done in consultation with the Learning support team, the DPC and colleagues teaching the Diploma Programme. With reference to teaching and learning, MIS aims to raise achievement and progress in all pupils, including those who have learning needs, enabling our IBDP students, from their individual starting point, to make expected progress.

The teaching and learning phase will endeavor to promote individual student achievement, helping to build self-esteem and... 'Meet the individual learning needs of those students ... and improve their inclusion in the mainstream classroom.' [IBO: 2004]

### **Examination phase:**

The IB recognizes that to enable all candidates to 'demonstrate their ability under assessment conditions that are as fair as possible', it is necessary for schools to provide special arrangements for candidates with special needs. Documentation of need is a requirement for modifications to examination conditions. The school in partnership with parents will provide the structure and procedures necessary to ensure students who need adjustments to examination



conditions will be provided the support needed.

### **DOCUMENTS IN SUPPORT**

In addition to providing educational evidence from school, providing accommodations requiring authorization from the IBO require a formal assessment from a medical or psychological service professional. The supporting documentation must be:

- legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person or persons who has taken the psycho-educational evaluation of the student
- state specifically the nature of the special need, and the tests or techniques used to arrive at the results
- be consistent with the coordinator's request for special arrangements
- state 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 percentiles or grade equivalents
- describe the functional limitations arising from a disability and their impact on learning
- include a summary (or conclusion) and recommendations as to which special assessment arrangements are appropriate in cases where the student is undertaking external examinations

### **Educational evidence**

Educational evidence provided by the school can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spellchecker).



## EXTERNAL EXAMINATIONS- SPECIAL ARRANGEMENTS

The Inclusion Support policy of MIS allows for certain arrangements that can be made for the students who require special arrangements in external assessment situations. In order to arrange for special arrangements for the Diploma examinations, the student must have documentation of a formal educational-psych evaluation (or medical report) completed not more than three years from the examination date. The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session. Some flexibility will be allowed with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges.

In addition, application for the special arrangements will be expected to be submitted to the IBO six months prior to an examination session, i.e. by 15 November for candidates registering for the May examinations session.

The DP candidates with special assessment needs may receive the following accommodations:

### Arrangements at School

- **Modification in the presentation of the examination**
  - Access to change in font/ enlarged print/ coloured paper for candidates with visual challenges and other processing issues for which they require this arrangement.
  - Access to electronic (PDF) examination
- **Additional time:** Additional time for IB assessments will be authorized on the basis of the eligibility criteria, linked to the degree of the access requirement.
- **Access to writing:** Candidates who have difficulties in writing due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention of other psychological and medical challenges maybe provided the following accommodations based on evidence
  - Access to paper based or electronic graphic organizers can be used for planning



- Access to a Scribe to handwrite the dictated responses of the student
  - Access to a word processor to type answers by the student
  - Access to a word processor with spellchecker
  - Access to speech recognition software
- **Access to reading:** A reader may be provided to students who require support to read the text in the examinations based on identified learning, visual, attention or medical difficulties. The reader will read the examination to a candidate and read back the candidate’s answers f required to do so.
    - Access to reading software used with a word processor
    - Access to examination (reading) pen
  - **Access to calculators:** Access to a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) for candidates who have difficulties with mathematical fluency, in subjects requiring mathematics calculations

**Timeline to Apply for Assessment Accommodations**

The tables below outline the timeline that will be followed with regard to applying for assessment accommodations with the IBO.

**For students not formally assessed at the start of the year**

Month	Action plan	Comments
July (Current AY)	Academic year starts	Identifying the students who need access arrangements
October first week (Current AY)	Request parents for formal assessment	This allows the AC team to provide Tier II intervention, (Wave 1 followed by Wave 2 if required), prior to requesting for an assessment. A request for an assessment can be made prior to this date based on the concerns raised and the student’s performance.



Mid-February (Current AY)	Formal assessment must be submitted by the parent to school	Parents have a minimum of 4 months (not including the school holidays) to make arrangements and submit the formal assessment to school.
Mid-February to end February (Current AY)	Write to IBO with any questions pertaining to accommodations	Clarify with IBO any questions that may arise with regard to the accommodations implemented for students.
Feb/March (Current AY)	Start implementation of accommodations	With the formal assessment report submitted in March, AC will be able to provide a minimum of 6 months intervention and relevant supporting documentation to apply to IBO for accommodations requiring authorization.
November 15 (Current AY)	Deadline to submit relevant documentation to IBO for accommodations requiring authorization	Deadline provided by IBO
May (Next AY)	MYP/ DP exams	





**For students already formally assessed at the start of the year before the final DP exams**

Month	Action plan	Comments
July (Current AY)	Academic year starts, accommodations approved by IBO will be implemented for the student	AC will provide intervention and maintain relevant supporting documentation needed to apply to IBO for accommodations requiring authorization.
July (Current AY)	Write to IBO with any questions pertaining to accommodations	Clarify with IBO any questions that may arise with regard to the accommodations implemented for students.
November 15 (Current AY)	Deadline to submit relevant documentation to IBO for accommodations requiring authorization	Deadline provided by IBO
May (Next AY)	DP exams	

**LINK WITH ACADEMIC POLICY**

Academic honesty is central to the IB learner profile. Academic pursuits can be extremely challenging, but as with all challenges, accomplishing your goal often yields rewards far greater than the effort put into the work. The creation of authentic work is often an arduous task, but the skills learned in doing so – problem-solving, articulating arguments, synthesizing information, rigorous academic research, etc. – will be invaluable as you pursue a university degree and/or a career.

MIS expects that all IB students demonstrate academic integrity. This policy will thus provide the expectations of both students and teachers in the pursuit of academic honesty.

MIS believes in creating a conducive and understanding Environment for everyone and it is clearly highlighted in our Mission Statement. It is MIS belief that the students with exceptional needs also have high self-actualization need and try their level best to achieve if dealt with warmth and resilience.



MIS ensures that students with exceptional needs have maximum access to the whole curriculum and are supported according to their needs for all curricula CISCE, CAIE or IBDP. MIS also encourages students to have an active role in their learning and the students with exceptional need also takes owners of their learning with support of Facilitators. These kids are taught to optimistic and how they can overcome any adversity with applying ethical approaches.

### **LINK WITH ADMISSION POLICY**

MIS believes in supporting learning PYP, CISCE, CAIE and IBDP program has a common admission procedure wherein a child is asked to register and give an Entrance Examination in Certain subjects. Logical Reasoning and Aptitude of the child is also checked. The student is required to submit the documents and a short interview is also conducted to check the communication skills, Convincing and leadership skills of the child. If during the admission we have a child with Exceptional need MIS welcomes with full warmth and love. After the admission a short meeting is called along with Parents to understand the child better. The meeting is always chair by the Principal along with Attendees. The Attendees may include:

The student

Parents

Teacher

Coordinator

Guidance Counsellor

After the meeting an Individual Plan to support the learning is prepared according to the child need. The teaching staff is also made responsible for the same to help achieve the student objective.

The way they will be achieved, the staff that will be responsible and the time frame for evaluation and review.

### **LINK WITH ASSESSMENT POLICY**

MIS emphasizes on Assessment in order to enhance perfection and to achieve excellence. It plays an important role in MIS as it is clearly observed through our Mission. The school Assessment policy aligns with the requirements of IB. MIS believes that it is the right of every student to attend school in a climate featured by positive learning atmosphere and



achieving esteem needs. Our Assessment Policy is aligned with Inclusion Policy as no one likes to be excluded and each human being possesses the social needs in them. To be excluded from a social group can bring up feeling of anxiety, doubt, loneliness, humiliation etc., so MIS Assessment Policy is also prepared keeping in mind the exceptional the students and that is the reason IEP plans are prepared. School makes sure that these the students cope academically with the curriculum requirements, but need extra support.

MIS encourages students to get involved and show responsibility. Question papers prepared by teachers are designed keeping in mind the different needs of each student and lots of hands –on assignments are given. Differentiated learning is emphasized for the students to make the teaching-learning process active.

### **LINK WITH LANGUAGE POLICY**

As included in the admission form - at the DP enrolment phase, students are expected to appear for a test in English language followed by an interview. The feedback from the test enable us to assess the literacy levels of the new students with a view to liaise with and make adequate arrangement, where necessary, in consultation with the language teachers, learning support coordinator and members of the LS (Learning support) department. Additionally, inclusive access arrangements (as permitted by IB) will be made for IBDP assessments and school's assessments. Also, at the time of admission, parents are asked to report with adequate evidence of any assessed learning and physical difficulties/disorders to enable the school to make appropriate inclusion access arrangements (as permitted by IB)

### **LINK WITH TECHNOLOGY POLICY**

There is widespread access to inclusive, accessible and affordable educational ICTs that meet the individual needs of all learners.

- The provision of inclusive ICTs for learners with disabilities is applied across the continuum of educational opportunities within lifelong learning. ICTs that support an individual learner are available to them in any formal, informal, or lifelong learning situation they wish to engage in.
- The provision of inclusive ICTs for learners with disabilities involves removing barriers and enabling all learners to access the same educational opportunities as their peers. Inclusive learning opportunities respect diversity, encourage acceptance and social inclusion and ultimately benefit all learners, not just those with disabilities.



- Inclusive ICTs for education include computers, web browsers, word processors, whiteboards that contain in-built accessibility features to provide equally effective access for learners with and without disabilities.
- Accessible media and formats, such as mainstream publication formats (MS Word, Powerpoint and structured and tagged PDF files)
- Accessible digital learning content and instructional delivery systems such as those found in on-line learning environments or classroom and learners' management systems.

## **RESPONSIBILITIES FOR INCLUSIVE PRACTICES AT MIS**

### **Responsibilities of the school:**

- Before accepting a student with special educational needs, the school will consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- All requests for special arrangements submitted by a coordinator must have the support of the head of school.
- Before modification of the curriculum for a student, the school will initiate a process for assessment to be undertaken by the parents and child.
- Students who have appropriate assessments shared with the school will be placed on the appropriate tier of intervention; receive a case manager; be provided an Individualized Learning or Education Plan; be monitored through the Student Study Team; and receive academic counseling toward an alternative credential or modified diploma.
- Before submitting appropriate documentation for the modifications to the assessment process, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- An application for special arrangements will be made on behalf of an IB Diploma candidate on a request form submitted by the coordinator or the head of school. (A teacher who specializes in teaching students with special needs may complete the form, but must not be the signatory. An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.)



### **Responsibilities of the Programme Coordinator:**

Some inclusive arrangements are permitted at the discretion of the appropriate IB coordinator and do not require prior approval from the IBO. Other inclusive arrangements in the IB Diploma must have prior authorization from the IBO.

- The IB coordinator and LS team members are responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.
- The IB coordinator and LS team members are also responsible for providing inclusive assessment arrangements and requesting examination accommodations, for IB Diploma students who are undergoing external examinations. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.
- The IB coordinator and LS team will work together with parents/guardians, students, the IB counselor, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP.
- Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student or parents who experiences adverse circumstances must contact the school and appropriate IB coordinator to seek information regarding the student's specific situation.

### **Responsibility of the Learning Support Specialist and Class/ Subject teachers**

The Learning Support teacher is the student's advocate in the process of providing the student access to and ways to demonstrate learning. The LS teacher acts as a case manager who monitors the process of providing learning support for students identified as receiving the tiered support within the school programmes.

- Support the class teachers in differentiating the teaching plan to include not only the varied learning styles of the students in the class but also include accommodations for the student.
- Guides the teachers and assists them in creating material for the classroom



to enable the student to effectively record and communicate his/her learning and understanding.

- Supports the teachers in creating the assessment tools that would effectively and realistically assess the learning the student has achieved making the modifications required to cater to the unique needs of the student.
- Updates the teachers on the developments in the field of Learning Support by conducting workshops.
- Works collaboratively with teachers in creating a healthy attitude and atmosphere to include the student in every true sense, in the classrooms and across the school.
- Works with students requiring Level 2 and Level 3 support in pull-out, small group sessions to bridge the skill gaps identified in students and adjusts the Academic Coaching sessions in accordance with the class time-table, (during Second Language periods or as otherwise identified).
- Collaborates with the class teachers to support the student in implementing taught strategies in the class, when the student transitions to Level 1 and back into the classroom.
- Implement effective feedback mechanisms to track student progress, or lack of it, shared between the class teacher and LS team.
- Prepares the IEP for the students giving due consideration to the special educational needs of the student and the class expectations.
- Schedules regular meetings with the parents and the teachers of the student to review the IEP and chart student progress, keeping the expectations of all concerned in realistic perspective.
- Ensures that the IEP includes the special arrangements or accommodations in assessment conditions to allow the student to demonstrate his or her true level of achievement.
- Communicates the Learning Support policy to the parents and ensures their continued involvement and supportive of the needs of the student.
- Ensures the clear communication of the DP course choices by the school management.
- Coordinates and maintains a clear process of communication with the outside professional service providers involved in the IEP of the student



keeping the parents aware at all times.

- Upgrades and maintains the Learning Support resources in the school.
- Maintain clear records of all the LS procedures being followed for every individual student.
- Schedule meetings at the start of every academic year with class teachers (before school opens for students) and discuss the case file of all students receiving academic or counseling support.
- For students moving from one programme to the next, a meeting will be held with the class teachers and Student Support Services team (Academic Coaching team and Counselling team members to discuss all relevant information pertaining to the student.
- Regularly attends courses and workshops to keep professionally updated with the developments and information in the field of learning support.

### **Responsibilities of the Parent**

Academic coaching, especially for the Individualized Education Plan or IEP is a long-term commitment involving professional procedures, intentional planning and case management by the Learning Support team. In addition, in order to gain specific targeting of academic support needs, the Learning Support team must consult the formal education-psychological assessment and design a programme in which the student will succeed.

The school asks parents to:

- Disclose if there is a previous formal educational-psychological evaluation at the time of admission
- Update the educational-psychological evaluation every three years
- Provide documentation of ILP or IEP from previous schools
- Participate meaningfully in the interventions and the procedures of the individualized learning plan of their child as guided by the Learning Support case managers

### **Responsibilities of the Student**

In the course of their DP career, the student is involved in subject choices. It is the student's responsibility to consider the range of information available to him or her, in order to make the best possible decisions for his or her success in the Diploma.



Interdependence with community members is an important resource for the student who undergoes Academic Coaching. She needs to:

- develop an area of personal interest beyond the subject-specific curriculum
- share their new understandings with their peers, teachers and family
- change their behavior in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do

While principled action may not always be clearly or immediately visible or measurable, it is important that students record and reflect on how what they have learned has impacted their attitudes and behavior.

The process of reflection should be carried out throughout the academic career not just at the end of units or terms, or for Student Led Conferences. Students should be encouraged to reflect regularly on their inquiry process and on the actions, they have taken at various stages of their development.

The student is responsible for completing the coursework to the best of their skills in the time allocated for its requirements. Long-term assessments such as Personal Projects, Extended Essay, and other work are to be completed independently with supervisor guidance, and submitted in time for moderation requirements (From Principles into Practice, 2015).

#### **Dissemination of information of the policy to all stakeholders**

- By emails to all the parents/guardians and all the other stakeholders
- On the school website [www.misindia.net](http://www.misindia.net)
- On the ERP Portal
- On ManageBac
- In the school handbooks

#### **Display of policy within the school and boarding houses**

- On the display boards in the school corridors, classrooms, reception area
- On the display boards in the school cafeteria and boarding houses





## **PROCESS OF REVIEW**

- The academic integrity policy is reviewed annually and collectively by the Head of School, DPC, Asst. DPC and Heads of Departments, However, it can be reviewed in the wake of an unforeseen development, if the need arises.
- The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy.
- Any new procedures, measures or technical requirements are introduced/ included.

Inclusion Policy - 11.09.2016,

Inclusion Policy (Reviewed) - 09.06.2019,

Inclusion Policy (Reviewed) - 08.08.2020,

Next review: 2021



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  - [https://www.asmilan.org/uploaded/IB/Academic\\_Honesty\\_Policy.pdf](https://www.asmilan.org/uploaded/IB/Academic_Honesty_Policy.pdf)
  - <https://enkoeducation.com/riverside/wp-content/uploads/sites/30/2019/06/eris-academic-honesty-policy-2019.06.08.pdf>



### APPENDIX 1: STUDENT REFERRAL FORM

Name of the Student: \_\_\_\_\_

Age of the Student: \_\_\_\_\_

Class: \_\_\_\_\_ Section: \_\_\_\_\_

Date: \_\_\_\_\_

Name of the Class Teacher: \_\_\_\_\_

Referred by: \_\_\_\_\_

Reason for referral (behavioural/academic)

\_\_\_\_\_

Domains of learning	Specific areas of learning	Area of concern (Tick mark)	Observation about the child
Language	Speech/ articulation		
	Understanding words/sentences		
	Limited vocabulary		
	Sentence construction		
Reading	Sound symbol association		
	Word recognition		
	Reading comprehension		
	Reading fluency		
Writing	Handwriting		
	Spelling		
	Sentence construction		
	Grammar rules (if applicable)		
	Creative writing (if applicable)		
	Organizing the information		
Mathematics	Pre –writing skills		
	Number Sense		
	Number Recognition		
	Numeral Writing		



	Understanding of Concepts		
	Computational skills		
	Spatial organization and Legibility		
Social behaviour	Interaction with peers		
	Interaction with teacher/adults		
	Gets bullied		
	Attention span		
	Level of confidence		
Motor development	<u>Gross motor skills</u> (running, jumping, kicking, throwing, catching, climbing the stairs, balancing body during physical play etc.)		
	<u>Fine motor skills</u> (holding pen/pencil/crayons, writing, using scissors, eating with a spoon, difficulty moulding shapes in pottery, art & craft work etc.)		
Any other concern			

Different settings where the child has been observed:

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Strategies employed by the teacher:

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Strengths of the child:

- 1.
- 2.
- 3.

Immediate needs of the child:

- 1.
- 2.
- 3.



**APPENDIX 2: SUBJECT TEACHER – L S TEACHER  
COMMUNICATION FORM**

Name of the student:

Grade and section:

Name of the Subject Teacher:

S No.	Date	Area of concern	Suggested Classroom Strategies/Accommodations & Modifications	Feedback on Suggestions	Teacher's Signature



### APPENDIX 3: INITIAL INFORMATION FORM

Name of the Student: \_\_\_\_\_

Grade and Section: \_\_\_\_\_

Period of observation: \_\_\_\_\_

Special Educator Observing: \_\_\_\_\_

<b>MOTOR SKILLS</b>	
<b>Date(s):</b>	
<b>Duration:</b>	
Gross motor Skills:	
Fine motor Skills:	
<b>SELF HELP SKILLS (As observed in school environment)</b>	
<b>Date(s):</b>	
<b>Duration:</b>	
Personal Hygiene and Grooming:	
Time Management skills:	
Organizational	



skills:	
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**LANGUAGE & COMMUNICATION**  
**Date(s):**  
**Duration:**

Receptive language:	
Expressive Language:	
Communication:	
Comprehension:	

**COGNITIVE ABILITY**

**Date(s):**  
**Duration:**

Reading skills:	
Writing skills:	





Computation skills	
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**SOCIAL, EMOTIONAL AND BEHAVIOURAL SKILLS**

**Date(s):**  
**Duration:**

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**Family Background of the child**

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Language spoken at home: \_\_\_\_\_

SNo.	Name	Age	Relationship with the Child	Educational Qualifications	Occupation	Time spent with the child

Routine of the child:



Any other comment:

Signature (Special Educator)



**APPENDIX 4: IEP – PRIMARY**

<b>Name:</b>	<b>Grade and Section:</b>
<b>Date of Birth:</b>	<b>Academic Year:</b>
<b>Age:</b>	<b>Gender:</b>
<b>Height:</b>	<b>Attendance of the child:</b>
<b>Weight:</b>	<b>Date of the IEP:</b>

**Reason for IEP:**

Primary Exceptionality:

Secondary Exceptionality:

Dominant Handedness:

**HEALTH CARE NEEDS:**

Medication in school (specify):

Yes

No

Please specify the medication being given at home:

\_\_\_\_\_

Anything that the child is allergic to (please specify):

\_\_\_\_\_

**PHYSICAL NEEDS:**

S.No.	Need	Yes	No	If Yes, Type of service
1	Assistive device			
2	Assistive Services			
3	Adaptive Physical Needs			
4	Any other			

**BEHAVIOURAL MANAGEMENT NEEDS:**

- 1 Needs Additional Adult Supervision:
- 2. Needs Highly Intensive Supervision:
- 3. Behaviour Modification Plan:



### BRIEF PROFILE

### DOMAINS OF IEP:

**KEY for Grade/ Level-**  
 A-independent/ achieved  
 B- requires minimal Assistance/ achieves with minimal assistance  
 C- requires intensive inputs/ achieves with intensive inputs  
 D-Dependent/ not achieved

Duration of intervention:		Date of filling up the data:	
AREA	SKILLS	GRADE/LEVEL	REMARKS
<b>READING</b>			
<b>ENGLISH, HINDI</b>	Phonic awareness		
	Sight word reading		
	Reading level		
	Oral Reading comprehension (fluency)		
	Silent reading comprehension (Clarity)		
	Understanding words used in a conversation		
<b>WRITING</b>			
Handwriting (graphomotor)			
<b>ENGLISH, HINDI</b>	Letter formation		
	Copying from the board/test		
	Legibility		
Creative writing	Rules of written language and grammar		
	Imagination or visualization		
	Writing with a purpose		
<b>MATHS/ COMPUTATION SKILLS</b>	Understanding of Concepts		
	Computational skills		
	Problem solving by mathematical modeling		
	Communication- Use of mathematical language		
	Logical reasoning and correlation		
	Spatial organization and Legibility		

	Application of operations in real life situations		
<b>EVS</b>	Understanding of concepts		
	Inquiry and Design		
	Interpreting data and drawing inference		
	Correlation- Real life application		
	Presentation		
<b>Information Technology</b>	Knowledge of computer		
	Application of tools		
	Usage of Internet for research and homework		
	Creative expressions		
<b>LANGUAGE AND COMMUNICATION SKILLS</b>			
Speech mechanism	Oral motor skills		
	Speech fluency		
	Voice clarity		
Receptive Language	Ability to comprehend language		
	Understanding of vocabulary		
	Understanding of grammar (syntax)		
	Understanding of abstract language		
Expressive language	Speech /non –verbal method		
	Interest in communication		
	Response to communication		
	Social speech (Pragmatics)		
<b>OCCUPATIONAL SKILLS</b>			
GROSS MOTOR SKILLS	Agility		
	Balance		
	Coordination		
FINE MOTOR SKILLS	Eye-hand Coordination		
	Pre- writing skills		
	Writing Skills		
<b>SENSORY AREAS</b>	Sensory needs (if any)		
<b>INDEPENDENT LIVING</b>			
Self –care skills	Activities of daily living		
Health care skills	Personal hygiene		
	Awareness of danger		
	Use of medicines		
Sex education	Personal /body awareness		
Home-management	Shopping skills		
	Money management		
	Home living		
	Leisure time activities		



Community living	Family /Friends at home and in neighborhood		
	Community participation (like parties, place of worship)		
	Safety in public places		
<b>CO-SCHOLASTIC AREAS</b>			
Performing Arts	Music		
	Dance		
	Theatre		
Visual Art	Drawing/ Painting		
Sports	Sports(indoor/outdoor)		
<b>CLASSROOM BEHAVIOUR AND ORGANISATIONAL SKILLS</b>			
	School and class attendance		
	Class participation		
	Following routines		
	In-seat behavior		
	Attention to task		
	Independent work behaviour		
<b>SOCIAL AND EMOTIONAL SKILLS</b>			
Personal adjustment skills	Awareness of personal strengths and limitations		
	Uses appropriate means to seek peer/adult attention		
	Copes well with challenging situations		
Interpersonal Relationships Skills	Peer acceptance		
	Involvement in peer group activities		
	Appropriate social behaviour		

**SUMMARY OF FORMAL ASSESSMENTS:**

DATE	TYPE OF TEST	NAME OF THE TEST	ADMINSTERED BY	OUTCOME
	Psychological			
	Educational assessment			
	Occupational Therapy			
	Speech Therapy			
	Any other (Please specify)			



ABILITIES / SKILLS AND TALENTS	LEARNING NEEDS

**PRIORITY LEARNING NEEDS:**

**PROGRAM MODIFICATIONS AND ACCOMODATIONS**

**GENERAL EDUCATIONAL ENVIRONMENT**

Date of initiation	Area of Instruction	Mode of communication	Sessions per week	Supplementary Aids and Services	Classroom Accommodations

**INDIVIDUAL INTERVENTION**

Date of initiation	Area of Instruction	Mode of communication	Sessions per week	Small group setting or one to one session	Area/skill to be addressed	Reason for non-participation in mainstream classroom

**Criteria for going to the Next Grade:**

STANDARD CRITERIA

MODIFIED CRITERIA

If modified, describe:



**Half Yearly Goals:**

	<b>Area</b>	<b>Goal</b>	<b>Time Period</b>
1	Reading		
2	Writing		
3	Math		
4	EVS		
5	Information Technology		
6	Language and communication skills		
7	Occupational Skills		
8	Independent Living Skills		
9	Co-Scholastic Skills		
10	Classroom Behavior and organizational skills		
11	Social and Emotional Awareness		

**Boarding Based Plan:**

**SIGNATURES:**

Class Teacher:	Occupational Therapist:
Special Educator:	Speech Therapist:
SEN Coordinator:	School Counselor:
Principal:	Parent:





AREA:	Duration:					
PRESENT LEVEL OF PERFORMANCE:						
ANNUAL GOAL:		Progress	1	2	3	4
SHORT-TERM GOAL:		Methods of measurement				
		Report of progress				
		Reasons for not meeting annual goal				

**KEY:**

Methods of measurements	Report of Progress	Reasons for Not Meeting Goal
1.Enrichment materials 2. Class tests 3. Class worksheets 4.Teacher’s observations	1. No progress made 2.Minimal progress made 3. Progress made but goal note fully met. 4. Goal met	1. More time needed 2. Frequent absenteeism 3. Assignments not completed 4. Other reasons (specify)



**APPENDIX 5: IEP – MIDDLE AND SENIOR**

<b>Name:</b>	<b>Grade and Section:</b>
<b>Date of Birth:</b>	<b>Academic Year:</b>
<b>Age:</b>	<b>Gender:</b>
<b>Height:</b>	<b>Attendance of the child:</b>
<b>Weight:</b>	<b>Date of IEP:</b>

**Reason for IEP:**

Primary Exceptionality:

Secondary Exceptionality:

Dominant Handedness:

**HEALTH CARE NEEDS:**

Medication in school (specify):

Yes

No

Please specify the medication being given at home:

\_\_\_\_\_

Anything that the child is allergic to (please Specify):

\_\_\_\_\_

**PHYSICAL NEEDS:**

S.No.	Need	Yes	No	If Yes, Type of service
1	Assistive device			
2	Assistive Services			
3	Adaptive Physical Needs			
4	Any other			

**BEHAVIOURAL MANAGEMENT NEEDS:**

1 Needs Additional Adult Supervision:



2. Needs Highly Intensive Supervision:

3. Behaviour Modification Plan:

**BRIEF PROFILE**

**DOMAINS OF IEP:**

**KEY for Grade/ Level-**

- A-independent/ achieved
- B- requires minimal assistance/ achieves with minimal assistance
- C- requires intensive inputs/ achieves with intensive inputs
- D-Dependent/ not achieved

Duration of intervention:		Date of filling up the data:	
AREA	SKILLS	GRADE/LEVEL	REMARKS
<b>READING</b>			
<b>ENGLISH, HINDI</b>	Sight word reading		
	Reading level		
	Oral Reading comprehension (fluency)		
	Silent reading comprehension (Clarity)		
	Understanding words used in a conversation		
<b>WRITING</b>			
Handwriting (graphomotor)			
<b>ENGLISH, HINDI</b>	Letter formation		
	Copying from the text /board		
	Legibility		
Creative writing	Rules of written language and grammar		
	Vocabulary		
	Imagination or visualization		
	Writing with a purpose		
<b>MATHS/ COMPUTATION SKILLS</b>	Understanding of concepts		
	Computational skills		
	Problem solving by mathematical modeling		
	Communication- Use of		



	mathematical language		
	Geometry (Shapes and Forms)		
<b>AREA</b>	<b>SKILLS</b>	<b>GRADE/LEVEL</b>	<b>REMARKS</b>
	Use of geometrical instruments		
	Abstract concepts (3D shapes/ Algebra)		
	Logical reasoning and correlation		
	Spatial organization and Legibility		
	Application of operations in real life situations		
	Interpretation of data /graph		
<b>SCIENCE</b>	Understanding of Concepts		
	Inquiry and Design		
	Investigation skills		
	Interpreting data and drawing inference		
	Correlation- Real life application		
	Presentation		
<b>SOCIAL SCIENCE</b>	Understanding of Content and Concepts		
	Correlation and Application		
	Maps and Graphic Skills		
	Social views and Values		
	Presentation		
<b>Information Technology</b>			
	Knowledge of computer		
	Typing on keyboard		
	Application of tools		
	Usage of Internet for research and homework		
	Creative expressions		
<b>LANGUAGE AND COMMUNICATION SKILLS</b>			
Speech mechanism	Oral motor skills		
	Speech fluency		
	Voice clarity		
Receptive Language	Ability to comprehend language		
	Understanding of words used in a conversation		
	Understanding of grammar (syntax)		
	Understanding of abstract		



	language		
Expressive language	Speech /non –verbal method		
	Interest in communication		
	Response to communication		
	Social speech (Pragmatics)		
<b>OCCUPATIONAL SKILLS</b>			
GROSS MOTOR SKILLS	Agility		
	Balance		
	Coordination		
FINE MOTOR SKILLS	Eye-Hand Coordination		
	Writing Skills		
<b>SENSORY AREAS</b>	Sensory needs (if any)		
<b>INDEPENDENT LIVING</b>			
Self –care skills	Activities of daily living		
Health care skills	Personal hygiene		
	Awareness of danger		
	Use of medicines		
Sex education	Personal /body awareness		
Home-Management	Shopping Skills		
	Money Management		
	Cooking		
	Domestic Skills		
Community living	Leisure Time Activities		
	Interaction with family /Friends at home and in the neighborhood		
	Community Participation (like parties, place of worship, festivals....)		
	Safety in public places		
	Orientation and Mobility		
	Using Community Services (like Bank, parks, malls)		
<b>CO-SCHOLASTIC AREAS</b>			
Performing Arts			
	Music		
	Dance		
	Theatre		
Visual Art	Drawing/Painting /Sculpture		
Sports	Sports- Indoor/ outdoor		
<b>CLASSROOM BEHAVIOUR AND ORGANISATIONAL</b>	School and class attendance		
	Class participation		
	In-seat behavior		



<b>SKILLS</b>	Attention to task		
	Independent work behaviour		
	Time management skills		
	Self-correction		
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>			
Personal adjustment skills	Awareness of strengths and limitations		
	Uses appropriate means to draw the attention of peers & adults		
	Copes well with challenging situations		
Interpersonal Relationships Skills	Peer acceptance		
	Involvement in peer group activities		
	Exercises restraint in volatile situations		

**SUMMARY OF FORMAL ASSESSMENTS:**

DATE	TYPE OF TEST	NAME OF THE TEST	ADMINSTERED BY	OUTCOME
	Psychological			
	Educational Assessment			
	Occupational Therapy			
	Speech Therapy			
	Any other (Please specify)			

ABILITIES / SKILLS AND TALENTS	LEARNING NEEDS



**PRIORITY LEARNING NEEDS:**

Empty box for priority learning needs.

**PROGRAM MODIFICATIONS AND ACCOMODATIONS**

**GENERAL EDUCATIONAL ENVIRONMENT**

Date of Initiation	Area of Instruction	Mode of Communication	Sessions per week	Supplementary Aids and Services	Classroom Accommodations

**INDIVIDUAL INTERVENTION**

Date of Initiation	Area of Instruction	Mode of Communication	Period per week	Small group setting/ One to one session	Area/skills to be addressed	Reason for non-participation in general classroom

**Criteria for going to the Next Grade:**

STANDARD CRITERIA

MODIFIED CRITERIA

If modified, describe:



**Half - Yearly Goals:**

	<b>Area</b>	<b>Goal</b>	<b>Time Period</b>
1	Reading		
2	Writing		
3	Math		
4	Social Science		
	Science		
5	Information Technology		
6	Language and communication skills		
7	Occupational Skills		
8	Independent Living Skills		
9	Co-Scholastic Skills		
10	Classroom Behavior and organizational skills		
11	Social and Emotional Skills		

**Boarding Based Plan:**

**SIGNATURES:**

Class Teacher:	Occupational Therapist:
Special Educator:	Speech Therapist:
SEN Coordinator:	School Counselor:
Principal:	Parent:





AREA:	Duration					
PRESENT LEVEL OF PERFORMANCE:						
ANNUAL GOAL:		Progress	1	2	3	4
SHORT-TERM GOAL:		Methods of measurement				
		Report of progress				
		Reasons for not meeting annual goal				

**KEY:**

Methods of measurements	Report of Progress	Reasons for Not Meeting Goal
1.Enrichment materials 2. Class tests 3. Class worksheets 4.Teacher’s observations	1. No progress made 2.Minimal progress made 3. Progress made but goal not fully achieved 4. Goal met	1. More time needed 2. Frequent absenteeism 3. Assignments not completed 4. Other reasons (specify)



### APPENDIX 6: PARENTS – L S TEACHER COMMUNICATION FORM

Name of the student:

Name of the special educator:

Grade and Section:

S No.	Date	Parent's Concerns and Suggestion	Special Educator's Concerns and Suggestions	Recommendations	Feedback	Signatures
						Parent:  Special Educator:
						Parent:  Special Educator:
						Parent:  Special Educator:



**APPENDIX 7: IEP – TARGET TRACKER**

**For the Transition Process (2019-2020)**

**Department of Special Education Needs**

Name of the Student: \_\_\_\_\_

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Nature of Special Educational Needs (Autistic/ADHD/Learning Disability):

\_\_\_\_\_

Abilities/ Strengths/Interests of the Student:

(i)

(ii)

(iii)

(iv)

1. Learning Needs:

Challenges	Successful Interventions



## 2. Organizational/ Time Management Skills:

Challenges	Successful Interventions

## 3. Behavioural Concerns:

Challenges	Successful Interventions



#### 4. Social Skills

Challenges	Successful Interventions

Signatures:

Homeroom teacher:

SEN Coordinator:

Date:



## APPENDIX 8: SPECIAL CONSIDERATION

### 8 (a) Council for the Indian School Certificate Examinations (CISCE)

1. Heads of Schools may submit requests on a special form available from the Council's office for any candidate for whom special consideration is asked because of illness or other difficulty experienced during the course of the examination.
2. Candidates suffering from Specific Learning Disabilities: In cases of candidates suffering from Dyslexia, Dysgraphia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD) and other learning disabilities, certain concessions/support are admissible, depending on the nature and degree of the disability and on a case-to-case basis. Requests for such concessions may be forwarded to the Council online along with supporting documents from a qualified RCI (Rehabilitation Council of India) registered counsellor. The concessions / support available are:
  - Allowance of additional time
  - Use of a Reader / Reader-cum-Writer (Amanuensis)/ Writer
3. (a) The Question Paper may be read out, but not explained in any way to the candidate(s).  
(b) Arrangements must be made by the Head of the School concerned in consultation with the Convener and the Supervising Examiner for the candidate(s) who has/have been permitted the use of a/ Reader/Reader-cum-Writer, by the Council, to write the examination in a separate room adjacent to the main examination hall under the supervision of a Special Invigilator.  
(c) The writer should be a fellow pupil of Class XI from the same school. • Use of a computer as a typewriter only.
4. Special Difficulty Procedure Disability, illness or other extra-ordinary circumstance: When a candidate suffers some injury or bereavement or dire unforeseen circumstance which may adversely affect her performance in the examination, the Special Difficulty Procedure is used. A form is forwarded to the Council by the Head of the candidate's school and the candidate's examination answer script is then given special consideration by a Committee, before the issue of the results. The Council's Committee does not give a 'blanket' concession but treats every case on its merit, for experience has shown that candidates working under similar unusual stress are affected in widely different ways. For this reason, the Special Difficulty Form provides for the performance of the affected



candidate to be compared with that of her other classmates.

### **8 (b) Cambridge Assessment of International Education (CAIE)**

<https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-1-preparation/access-arrangements/>

<https://www.cambridgeinternational.org/Images/561646-cambridge-handbook-2020-international-version.pdf> (page 28 to 38)

### **8 (c) International Baccalaureate Diploma Programme (IBDP)**

<http://www.lo1.gliwice.pl/wp-content/uploads/2018/04/Exams-2018-Candidates-with-assessment-access-requirements.pdf>

[http://samibprogram.weebly.com/uploads/3/9/5/2/39520119/ib\\_inclusive\\_assessment\\_arrangement\\_policy.pdf](http://samibprogram.weebly.com/uploads/3/9/5/2/39520119/ib_inclusive_assessment_arrangement_policy.pdf)

[https://www.haef.gr/~media/Files/HAEF/IB/pdf/Info\\_for\\_parents/Candidates\\_with\\_SpecialAssessmentNeeds\\_2011.ashx?la=en](https://www.haef.gr/~media/Files/HAEF/IB/pdf/Info_for_parents/Candidates_with_SpecialAssessmentNeeds_2011.ashx?la=en)