Inclusive Education Policy

(Diverse Educational Needs)

Oakridge International School, Gachibowli

Policy reviewed: August 2020

Next policy review: July 2021

The International Baccalaureate's 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right ("Ibo Organization").

Oakridge International School, Gachibowli Vision Statement

Nurture individuals to be future-ready, responsible citizens who impact the world positively.
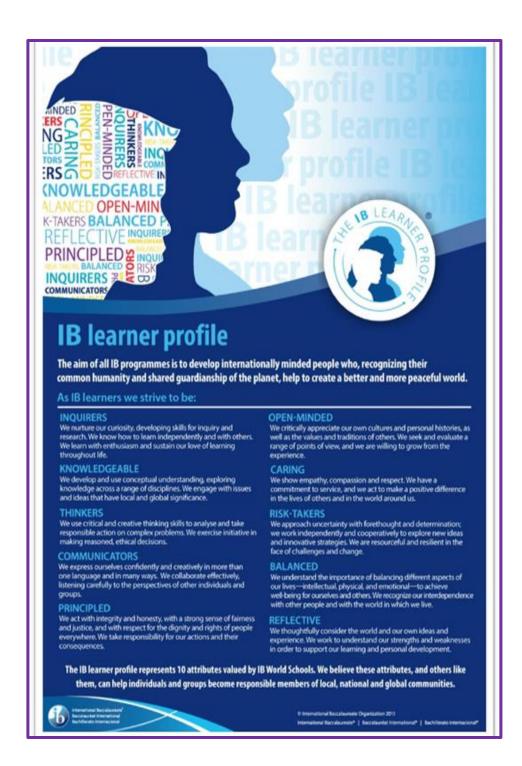
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Overview and Introduction:

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

- Learning Diversity in the International Baccalaureate

The primary purpose of the Inclusion Policy is to provide guidance to teachers, parents and the whole school on the provision of effective Learning Support to students with learning barriers / difficulties. The mission is to develop a more diversified community by giving a chance for IB education to all.

Definition: According to the SEN code of practice (2001)

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provisions to be made for him or her." A child has a learning difficulty if he or she:

A) Has significantly greater difficulty in learning than the majority of children of the same age;

B) Has a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.

Underlying Philosophy and Fundamental Principles:

In OIS, we recognize that a range of learning difficulties, behavioral problems, physical or sensory disabilities exist within the learning communities of the school. We recognize that there is a continuum of Diverse Educational Needs (DEN) and that the needs of the majority of these students' needs require close collaboration between the student, home and school. OIS also acknowledges that it has a role in providing opportunity, support and guidance in working with the students and families in meeting their educational needs.

The School upholds these fundamental principles:

- That a child with diverse learning needs should have their needs met, and normally within mainstream school settings;
- That the view of the child should be sought and taken into account in the referral and intervention process;
- That parents have a vital role to play in supporting their child's education through active engagement in the process to define needs; and,
- That children with special educational needs should be offered full access to a broad, balanced and relevant education even if it means referral to agencies outside the OIS academic program.
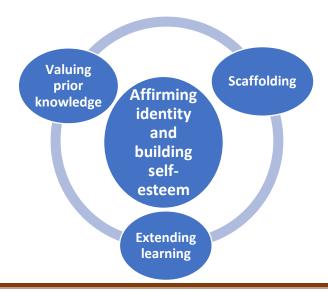
Principles of Learning Support/Learning Diversity and Inclusion Policy at the PYP/MYP/DP and CBSE (OIS):

- School supports access for the students to the IB programme(s) and philosophy. It provides full support to its learning support needs and equips their teachers accordingly.
- As per the IB guidance, the learning support program is run by identifying the students' specific learning styles, scaffolding their learning and differentiating the curriculum.
- The school is pleased to have a team of trained specialists, who collaborate with a range of expert professionals to provide efficient learning support services.
- Our Learning Support Specialists/Teachers are trained in a wide spectrum of disorders, their specialization ranges from specific learning disability, developmental disabilities to disorders of attention.
- The school believes in providing the best education to all, therefore, there will be an unbiased consideration of each admission application if the school will be able to provide equal opportunity to succeed.

- The seats in the Learning Support department are limited and admissions are subject to availability of seats and resources.

As is the practice at the Diploma level, the PYP and MYP approaches to learning diversity and inclusion mirrors the school and the IB's philosophy in promoting equal access to the curriculum for all learners. Inclusion practice at the PYP/MYP/DP/CBSE applies the four principles of good practice as identified by the IB:

- Valuing prior knowledge: meaningfully assess existing knowledge, strengths and interests. 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 scaffolder 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.

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

In the support provided, effort is made to distinguish between ESL and learning diversity cases in students, as well as appreciating and understanding various cultural and linguistic differences. The LS department focuses on the early identification of support needs and follows the process stated in the LS policy of the school.

Where students are formally placed into the Learning Support, IDPs will be created with the full support of the class teacher in PYP or the subject teachers in the MYP group. The duration of the IDP is determined by the Learning Support Coordinator in conjunction with the class teacher and with reference to the set criteria as outlined in the LS policy. At all times, special attention is given to students' confidentiality and the need to maintain the student's' self-esteem.

The school (OIS) inclusive values can be reflected through the following:
• Effective whole-school policy (all the three IB programmes: PYP, MYP and DP) and parental involvement;
• Provision of intensive early intervention and providing appropriate resources, for e.g., writing software, laptop, hearing aid to students in great need of support;
• Consistent enhancement of classroom-based learning and effectively dealing with learning difficulties at all levels within the school;
• Support students experiencing low achievement and/or learning difficulties through a team approach which involves the students themselves, their teachers, parents and relevant support personnel;
• Draw up and implement whole-school action plan to support students with low achievement in literacy;

- Establish effective home-school partnerships, including the development of support strategies for parents;

- Develop and implement individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the student. These programmes are drawn up and implemented collaboratively by the student's form tutor, learning-support teacher and parents.

Implementation of Learning Support at the School (OIS):

At the school we promote the following whole-school approach for all the three IB Programmes:

- Identifying a child at risk as quickly as possible and take early action to meet these needs;

- Planning strategically to improve accessibility of the school's premises (ramps and lifts for physically challenged students) and curriculum for all students;

- Monitoring progress and reviewing goals regularly;

- Work in partnership with parents by making regular contact to share progress;

- Work in partnership with students to reach targets and goals;

- Liaise and seek assistance, where appropriate, of outside agencies;

- Develop positive self-esteem and positive attitudes about school and learning in these students;

- Enable these students to monitor their own learning and become independent learners;

- Provide additional support and resources for the students struggling in Literacy and Numeracy;

- Involve parents in supporting their children's learning through effective parent-support programmes;

- Promote collaboration among teachers in the implementation of whole-school policies on Learning Support for these students. There is orientation sessions for the new teachers to get them familiarized with the school's inclusion policy.

At school the Learning Support Department provides various forms of support for children who face barriers to their learning. The support is given to students who are not able to make progress in spite of in-class interventions and differentiated teaching.

The type of support offered, throughout the school, is either push-in or pull-out. During push-in support the Learning Support teacher work with the student in a small group/ 1:1 to help the student take part in class activities. This is done by giving them extra academic support and encouragement. During pull-out support, the Learning Support teacher works with the student individually with a specific learning need that cannot be supported in class.

All these students have an individualized developmental plan (IDP) with recommended accommodations and modifications as detailed in diagnostic reports from qualified specialists such as pediatricians and educational psychologists.

There are students who do not have a diagnostic report from a specialist, but who have been identified and referred to the Learning Support Department based on observations made by their form tutor. These students have not made progress in spite of in-class interventions and differentiated teaching. These students are informally assessed / screened by the Learning Support Department. They are supported with either push in/pull-out lessons or strategies and resources and are assigned to the teachers to help support these students in class.
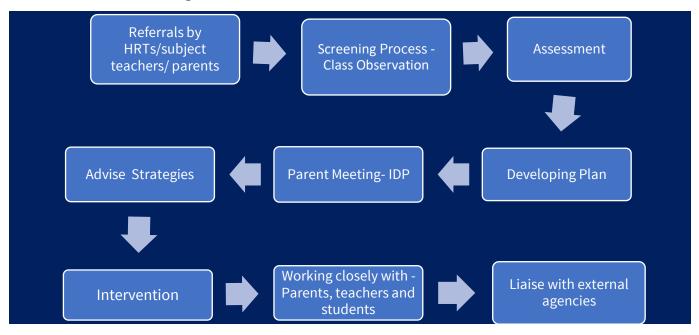
The school aims to provide for its students with Learning Support requirements, an inclusive and integrated setup across classes and further encourages them through school activities and events. They are offered full access to a broad, balanced and relevant education, including an appropriate

curriculum. Each student is given an opportunity to achieve their potential and to become a confident learner. Students with Learning Support requirement are included with their peers in most of the activities. The school recognizes the vitality of Learning Support and henceforth the staff and parents take the responsibility in supporting student education and other specific need(s).
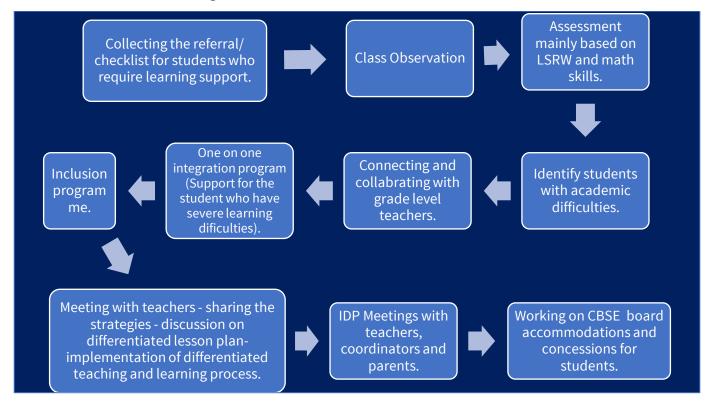
Identification of Learning Support Needs process and procedure:

Primary School - Learning support referral process (PYP):

Secondary School – Learning support referral process (MYP/ CBSE):

Specialist Support Involving Professionals (Assessed by External Agency):

If a child is not making sufficient progress, the Learning Support team may suggest a psycho educational evaluation by an outside agency, according to the student's need based on the following:

• Little or no progress even when student is receiving Learning Support in school;

• Continued difficulty in developing literacy or numeracy skills;

• Sensory or physical problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.

The teacher and the Learning Support teacher meet with the parents to discuss the observation report and to suggest a Professional Assessment by an outside agency, according to the progress and

needs of the student. Students who then receive an attestable diagnosis will receive an IDP (Individual Developmental Plan). The IDP should help in catering the following areas of concern:

• Academics;

• Social and Emotional development;

• Behavioral skills;

• Strategies for form tutors;

• Recommendations to parents AND

  o Reviewed termly or as determined by the IDP

  o The signatures of all stakeholders involved.

• The Learning Support teachers devise an appropriate IDP with specific learning and behavior targets to suit the learning needs of the child.

• Students who have received a diagnosis by a certified Child Psychologist/Pediatrician may be exempted from second language by having their documents approved by the HOS.

Roles and Responsibilities

Teacher and Co Teacher:

• Discusses concerns about students in their class with Learning Support team if they have concerns about a student's academic performance, behavior, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks;

• Records concerns and keeps a log of observations and steps they have taken to help the student;

• Differentiates teaching to meet the needs of all students in his/her class;

• Builds on the strengths of each child, enhancing the student's self-esteem;

• Creates an environment where all students are accepted for their differences;

• Plans and collaborates with the Learning Support teacher on a regular basis;

• Shares lesson plans in advance with the Learning Support teacher to facilitate in-class support sessions;

• Maintains frequent and positive communication with parents by sharing information pertaining to the regular programme and extra support provided.

Learning Support Teacher/Inclusion specialist:

• Promotes a school-wide understanding of learning differences;

• Coordinates and plans Learning Support with the classroom/subject teacher on a regular basis;

• Plans lessons for pull-out support sessions and assigns homework if necessary;

• Provides support to students receiving Learning Support during in-class sessions, classroom/subject teacher planning for guidance;

• Provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support;

• Coordinates the development of the IDP with the classroom/subject teacher and the Principal;

• Maintains frequent and positive communication with parents by sharing information pertaining to Learning Support;

• Keeps Learning Support records current and filed as appropriate;

• Participates in on-going professional learning and maintain a personal portfolio of professional development activities relevant to Learning Support;

• Suggests possible resources or strategies that could be used in support of the child, both in class and at home;

• Contacts outside agencies for informal advice and further information if needed.

The School (OIS):

• Responsible for updating Inclusion policies and procedures;

• Supports the team during parent teacher meetings, when necessary;

• Communicates the Learning Support procedure to staff;

• Promotes the use of the IDP as one of the primary means of tracking student progress in the Learning Support Programme.

The Parent:

• Provide the form tutor and the Learning Support teacher with any relevant information, including details about the child's health, early development and behavior at home;

• Sign and return copies of any home-school liaison arrangements;

• Offer support and encouragement to the child;

• Supervise the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meeting;

• Attend all the review meetings;

• Ensure their child has adequate sleep and rest and is fully equipped and punctual for school;

• Provide the school with their views on the child's progress and the support given.

DEN Elements

Inclusion:

Inclusion is the practice of making instruction appropriate to accommodate the diverse learning abilities of students in a single classroom. A classroom may have students with a wide range of abilities, and rather than "teach to the middle," a teacher would design lessons so that all students in a classroom will benefit. Inclusion demands changing the pace, level, or kind of instruction provided in response to individual learners' needs, styles and interests.

Integration:

Integration is the practice exclusively for CBSE and MYP curriculum where one on one attention will be given to students with concept gaps or specific learning difficulties in the resource room with student and parental consent (if required).

Differentiated instruction:

Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.

Tomlinson and Cunningham Eidson (2003) identified the following three curricular elements of differentiation:

Content	What should a student come to know, understand and be able to do? How will the student gain access to the knowledge, understanding and skills?
Process	What activities will be used to help students make sense of the knowledge, understanding and skills?
Product	What products will provide evidence of what the student knows, understands and is able to do?

While differentiated instruction involves responding to individual needs, Universal Design for Learning (UDL) involves a proactive design of the environment and the curriculums. By providing students with multiple means of representation, action and expression, and engagement as is done in UDL, students are given equal opportunities to learn.

Universal Design for Learning (UDL):

UDL is a framework for curriculum development that provides all students with equal opportunities to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).

The development of the UDL framework has been based upon the recognition, strategic and affective neural networks in the brain.

The UDL framework (Rose and Meyer 2011) takes into account the following elements.

Neural networks	To provide
Diverse recognition networks Multiple means of representation	networks Multiple means of representation
Diverse strategic networks	Multiple means of action and expression
Diverse affective networks	Multiple means of engagement

UDL guidelines can be found at http://www.udlcenter.org/aboutudl/udlguidelines/downloads To see how to map classroom instructional strategies to UDL guidelines and checkpoints, consult the IB case studies in the document Using Universal Design for Learning (UDL) in the IB classroom.

Collaboration:

Inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities. Dynamic learning communities incorporate the whole school community and take into account the voices of all learners, their parents and caregivers, support staff, and nonteaching staff (The IB guide to inclusive education: a resource for whole school development, 2015). Collaborative learning activities include activities with shared goals and involve all members of the school community. Activities may include group research and projects, debates, and role-play, and extend to collaborative planning and collaborative teaching for teachers. Co-teaching (collaborative teaching) has been identified (Mitchell 2008) as a successful strategy for increasing access and participation.

Sharing of Information:

The learning support teacher respects the rights and responsibilities of parents for their children and endeavors to establish, as appropriate a collaborative relationship with parents to facilitate the student's maximum development. There is an ongoing communication between the parents and the learning support department. Regular feedback and progress of the child is shared with the parents. There are records of confidential students' files, which are kept inside locked cupboards, with the relevant information comprising of IDPs and sessions reports. These files are accessible to the Learning Support Educator, Head Counsellor, Principal and Head of School.

Exit from Learning Support:

• A student recommended for mainstreaming will make the transition from the Learning Support Programme when they attain an appropriate level of success in their regular classroom and no longer require pull-out and/or in-class support;

• Before any final action is taken, the student's family is fully informed of the decision and the implications;

• The teacher completes the Learning Support Exit form (evaluation of classroom performance).

• The exit may also take place if the parent expresses the inability to support the formal learning support at school on account of financial constraints, in such cases the child continues to be monitored by the guidance and counsellor assigned.

Candidates with Assessment Access Requirement:

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level

of attainment. Inclusive assessment arrangements may be authorized in these circumstances for the MYP and DP students. This policy applies to candidates with long-term or permanent challenges.

Guidelines for arrangements for candidates with assessment access requirements (PYP/ MYP/DP/CBSE):

Course candidates only registered for the personal Project	Course candidates registered for personal project and courses	Certificate candidates
Modification of coursework and criteria is possible without any authorization from the IB.	No option to modify coursework and criteria in subjects where the candidate is registered for IB validated grades. Where the candidate is not registered for IB validated grades, modification to coursework and criteria is possible without prior authorization from the IB.	No option to modify coursework and criteria as the eAssessment is the only route to IB validated grades and the learning outcomes cannot be altered.
Schools may support the candidate as required and the candidate may be eligible for course results. If a candidate requires any reasonable adjustment to the personal project, it has to be authorized by the IB. (request "contact"	Online "Request for inclusive assessment arrangements" form on IBIS has to be submitted with the supporting documents.	Online "Request for inclusive assessment arrangements" form on IBIS has to be submitted with the supporting documents.

IBIS).		

Exemptions/Concessions extended to the students with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure.

Candidates who require inclusive assessment arrangements may have Learning Support requirements due to one or more of the following reasons:

 • Autism spectrum / Asperger's syndrome

 • Learning disabilities

 • Medical conditions

 • Mental health issues

• Physical and/or sensory challenges

• Social, emotional and behavioral difficulties

• Specific learning difficulties

• Speech and/or communication difficulties

Responsibilities (Inclusive access arrangements):

The School:

•To meet the student's learning needs, including suitable arrangements for teaching and assessment.

•Careful consideration should be given to a candidate's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners.

•The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.

 • School must obtain consent from the candidate's parent(s) or legal guardian.

•The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator, assistive technology, speech recognition and reading software.

The Coordinator:

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

● The IB/ LS coordinator is responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.

● The IB/ LS coordinator is also responsible for requesting inclusive assessment arrangements. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.

● The IB/ LS coordinator will work together will parents/guardians, students, the IB counsellor, 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 IDP.

● Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student who experiences adverse circumstances must contact the IB coordinator to seek information regarding his or her specific situation.

Applications for inclusive assessment arrangements:

•All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.

• If the candidate meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request. If the standard criteria are not met, the request will be referred to the IB Assessment centre for evaluation and the school has to produce convincing educational evidence which indicate a compelling need for the requested access arrangement.

•All requests for inclusive assessment arrangements must be submitted one year prior to an examination session (Ref: Candidate with assessment requirements MYP- 2.2 Applications for inclusive assessment arrangements 2.2.2). The IB Assessment centre cannot guarantee the arrangements if requests are submitted after this date.

Accommodations and Inclusive Assessment Arrangements:

An individual Developmental plan (IDP) is developed for each student found eligible for Learning Support services. Accommodations and inclusive arrangements for a student with an IDP may include, but are not limited to additional time, rest period, access to ICT, scribe, reader, communicator and prompter. All the accommodations will be aligned with the IBO, as mentioned in the document for candidates with special assessment needs. The Handbook of procedures for the **Middle Years Programme and Diploma Programme** Candidates with special assessment needs will detail the standardized access arrangements for candidates with higher incidence learning support requirements, including dyslexia, vision impairments, hearing impairments, information processing challenges and physical challenges.

Maintaining integrity of the Assessment:

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school will not communicate with an examiner about a candidate's learning support requirements.

1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

● Before submitting appropriate documentation to IB Cardiff, the school must obtain consent from the candidate and/or the candidate's parents or guardian.

● An application for special arrangements must be made on behalf of a 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.

Supporting Documentation:

1. Psychological/psycho-educational/medical report must have been undertaken no earlier than the previous academic year, from a psychological or medical service: reports 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 undertaken the evaluation and diagnosis of the candidate;

• state specifically the nature of the Learning Support requirement, and the tests or techniques used to arrive at the identification;

 • be consistent with the request for assessment arrangements;

 • be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed);

• report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

2. Educational evidence from the school:

•Can be a letter/observational report from the candidate's subject teacher(s) outlining any difficulties which may be apparent in class;

•A brief summary about the arrangements provided to the candidate in order to access learning and assessment;

• Individualized Developmental Plan;

• Sample of work done under timed conditions without the assessment arrangements that are being requested.

Confidentiality:

The OIS treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

Health and Safety Policy:

The DEN program policy for health and safety is consistent with, and reinforces the health and safety policies of the school, which seek to promote safe and healthy working conditions, behaviour and procedures.

Concessions and Accommodations:

Assistance is sought from external agencies for further diagnostic assessment from external agency if a student fails to make progress despite action taken in the School Action. Based on the report of the diagnostic assessment, student is provided with the concessions and accommodations according to the Standards and codes of the curricula (MYP/DP /CBSE).

Linked with other policies:

The Inclusion policy works in tandem with the other policies of the school. The objective of the policy is to provide support for its students with learning and/or special educational needs and support for their teachers. Teaching and learning differentiates instruction to meet students' learning needs and styles. The policy has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the other policies of the school.

The Language Policy: Inclusion policy is closely linked with the language policy. As a result of assessments a feedback is given to the student and parent. This promotes in devising strategies for future learning. Home and Family languages are considered while interacting with the students. The linguistically competent level is defined as one where the students will interact with, process, understand, analyse, produce or use. The eligibility for inclusive access arrangements will be based on standard scores on a standardized language test which will measure skill levels in speaking, listening, writing and reading in the response language.
(Missing EAL support/ language support for inclusion). There is no structured EAL support in the school at present.

Assessment Policy: Inclusion policy is closely linked with assessment policy. The main objective of assessment policy is to diagnose the learning needs of the student. Based on the effective assessment the statement of the current attainment and cognitive ability, we can ascertain if the student is underperforming. The profile of strength and weakness of the student can be identified from which the teaching strategies should be developed.

The Admission Policy: Inclusion policy is closely linked to Admission policy at OIS.
All the students applying for admission to school are assessed to determine current levels of performance in literacy and numeracy. The student identified as potentially needing learning support with a diagnostic report, should be assessed by the School Counsellor or Learning support teacher and a report will be given to Admissions with details from findings and with recommendations.

The Academic Integrity Policy: Inclusion policy is closely linked to Academic Integrity policy at OIS.
The policy serves to promote personal integrity and give respect for others and the integrating of their

work. Upholding academic Integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during the studies irrespective of their learning difficulties. It must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.

Summary and Conclusion:

We support a 'Whole School' approach to DEN, all staff who deal with students on the register have access to, IDPs, assessment results, and reviews. The school recognizes that differentiation is paramount to meeting a student's needs in the classroom and the Principal/ Vice Principal/ Programme Coordinator/ Head of Inclusion advice on teaching strategies to be utilized for students, endorses the belief that every child matters. The school also subscribes to the position that personalizing learning goes beyond differentiating the curriculum to allowing greater flexibility for students to learn and respond in ways that make it easier for them to listen, to understand and to remain on task. The school recognizes the importance of involving students in their target setting and in communicating effectively with parents and external agencies.

Glossary of Terms:

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Learning support requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.

Students with identified challenges (such as: autism/Asperger's syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioral difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Diverse Educational Needs (DEN): All students are treated as individuals with uniquely different learning needs. This diversity of learning needs among students is considered in all classes, courses and activities that form part of the curriculum at OIS.

Individual Development Plan (IDP): All students enrolled at OIS who are identified as needing specific assistance of their learning experience in school, will be counselled through a process in consultation with their parents, and receive an Individual Development Plan (IDP). The purpose of the plan relates to the specific need or enrichment needed by the student.

Differentiation: In order for all students enrolled at OIS to have equal access to the curriculum teachers practice differentiation, making instruction appropriate for the diverse needs of their students.

Integrated education: It is a setup where the learners with special educational needs at OIS are taken to the resource room and remedial/special instructions are given by the special educator/inclusion specialist/ learning support teacher.

LSP	Learning Support Programme
IDP	Individual development Plan :A written statement for each child with access learning requirement that is developed, reviewed and revised by the DEN team, of which parents, teachers, Learning support teachers are active members
Accommodations	Practices & procedures that allow students with disabilities to learn
Assistive Technology (AT)	Any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability
Evaluation	The collection of information to determine whether a child is a child with a disability, and to determine the educational needs of the child
Response-to-Intervention	An early intervention model for addressing the learning needs of all students through a continuum of services which provide: high quality instruction & intervention strategies aligned with individual student need; frequent monitoring of student progress; data-based school improvement; and the

	application of student response date to important educational decisions
DEN	Diverse Educational Needs: The team with learning support specialists and student counsellors who work with access learning needs of the students.
ASD	Autism Spectrum Disorder
LD	Learning Difficulties
SLD	Specific Learning Difficulties
UDL	Universal Design For Learning

Bibliography:

CBSE board concessions:

http://cbse.nic.in/newsite/attach/consolidated%20circular%20PH%20(4).pdf

Candidates with assessment access requirements (Middle Years Programme)

http://okinawainternationalschool.weebly.com

RTI Action Network

http://www.rtinetwork.org/

RTI Action Network provides numerous resources to assist staff and professional developers to effectively implement RTI in school districts. Resources found on the site include e.g. articles, webinars and podcasts.

The LEARNING Code of Practice (Nov 2001)

Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes (2010)

The IB guide to inclusive education: a resource for whole school development
Access and inclusion policy
access_and_inclusion_policy.pdf

Learning diversity and inclusion in IB programmes

Learning diversity and inclusion in IB programmes Removing barriers to learning
Learning-diversity-and-inclusion-in-ib-programmes-.pdf

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2000). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Columbus, OH: Allyn & Bacon.

Reviewed By: School Pedagogical Team
Verified By :   School SLT Members