OAKRIDGE INTERNATIONAL SCHOOL

VISAKHAPATNAM

INCLUSIVE EDUCATION POLICY

AY2023-24

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Reviewed by – Steering Committee, DP Coordinator, Principal

IB Mission

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.

Oakridge Vision

To shape a generation of creative and resilient global citizens - a generation that will change our world for the better.

Oakridge Mission

To be the most forward thinking, technology-enabled educators in the world, using our global reach and world class teachers to create a learning experience like no other.

INTRODUCTION

Oakridge International School, Visakhapatnam believes that well designed instruction will result in students that are lifelong learners; civic, business and community leaders; and, advocates of India in the international community. To accomplish this, proper instructional methodologies must be used within the learning structures of the school. It is our belief that the instruction carried out must meet the following criteria as a minimum: use current research-based curriculum standards; be student centered and individualized to meet the learning needs of each student; use methodologies in the classroom that allow for the knowledge learned to be applied in new, unique, standard and appropriate situations; assist students in problem solving, decision making and communicating with others; and teach student how to work as an individual as well as a member of a group.

Furthermore, OISV believes that these learning beliefs are applied to all students including students that are in need of special assistance due to exceptional learning needs. This includes students who are on the gifted end of the learning continuum and students with learning challenges.

This policy is constructed by the Supportive Instructor in line with the requirements of the students identified with various learning challenges. It reflects international best practice in Codes of Practice for all types of educational needs.

This document provides the basic information about the school's SEN provision and the practices followed in Oakridge International School at Vizag Campus.

UNDERLYING PHILOSOPHY AND FUNDAMENTAL PRINCIPLES:

At OISV, 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 Inclusive Education and that the needs of most of these students' needs require close collaboration between the student, home and school. OISV 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 varied educational needs should be offered full access to a broad, balanced, and relevant education even if it means referral to agencies outside the OISV academic program.

POLICY AIMS AND OBJECTIVES:

The aims of this policy concerning the needs of students in need of additional support are to:

- Create an environment that meets the learning needs of each student. Lessons are conducted in a secure, supportive, and disciplined manner. Students, parents, and the staff interact in a manner that demonstrates mutual respect for each other.
- Ensure that the learning needs of children are identified, assessed and receive appropriate and agreed upon interventions as soon as possible;
- Ensure that the identified student's needs are continually monitored and reviewed to ensure the most appropriate form of educational intervention by the most efficient use of available resources;
- Make clear the expectations of all partners in the process including staff, parents, administrators, and students;
- Provide areas of specific intervention to build skills in the areas of need such as Literacy, Numeracy, organizational planning, behavior, and study skills;
- Enable all children to have full access to all elements of the school curriculum;
- Educate students with educational needs alongside their peers within the planned school curriculum;
- Ensure that the curriculum is appropriately differentiated so that students with diverse educational needs can reach their full potential, experience success and enhance their self-esteem in the least restrictive educational environment;
- Ensure that parents are able to play their part in supporting their child's education and that they are involved in all aspects of their child's

approved program, including identification through to the development of an Action Plan;

- Ensure that the identified student has a voice in the diverse educational needs referral process and is fully involved in their setting of targets and in the periodic and annual review process; and,
- Ensure that each student receives an equal opportunity at achieving success within the OIS academic programs.

OBJECTIVES FOR INCLUSIVE EDUCATION PROVISION

Objectives

- Create an environment that meets the Diverse Educational Needs of each child. Lessons are conducted in a secure, supportive and disciplined manner. Students and the staff interact in a manner that demonstrates mutual respect;
- Ensure that the students with learning needs are identified, assessed and provided for as soon as possible and that their needs are continually monitored and reviewed to ensure the most appropriate form of educational provision by the most efficient use of all available resources.
- To identify students with learning needs as early as possible through assessment and identification process.
- To ensure that students with educational needs will join in all the activities of the school.
- To ensure that all students make the best possible progress which will be monitored and reviewed regularly

- To ensure parental inputs as well as consent in forming the Action Plan for their ward. Ensuring the collaboration with the parents for the child's progress.
- Providing School based strategies including modified materials, in-class support, differentiated instruction, interventions, and/or modifying teaching styles.
- Ensuring the curriculum specific requirements, certain students may be supported through practices designed for them in one-on-one sessions (integrated program).
- Provide areas of specific help to students include areas of handwriting, reading, spelling, planning, study skills, revision skills, and assessment techniques as per requirements of the program.
- To review the achievement of annual goals mentioned in the action plan if it is achieved then ensuring the mainstreaming the students who have met with the goals.
- Liaising with external agencies in case of student needs outside psycho-educational assessment or special educational services.

ROLE OF SPECIAL EDUCATOR:

- Screening and identification of students with specific learning needs and styles.
- Designing an action plan and conducting review meetings with teachers as well as parents.
- To work in partnership with Class Teachers/subject teachers'/specialist teachers to support learning in line with Inclusion policy and DEN code of practices.

- Guidance and support to teachers and parents
- To maintain relevant documentation and reporting to concerned reporting managers or Principal.
- Monitoring and tracking systems relating to students' progress and achievement.

IDENTIFICATION, ASSESSMENT, RECORDING AND REPORTING

Identification

A student will have been identified as having possible learning needs either because of his/her performance in class, written work, or other assessment. The student's information is reported to the Segment Head/Coordinator or other concerned authority. The special educator completes the informal assessment and identifies the student with specific learning needs. It may be that results from this data do not warrant any further immediate action. The student's details/results would be reported to the concerned authorities and then the special educator makes the assessment reports based on the assessment. The teachers and Coordinators meet weekly and the students on the record are discussed. If further action is deemed necessary, the next stage in the identification process is made. For the students in need of further investigation, parental permission is sought and referral is done and referred to external agencies.

Assessment

The main aim of the assessment process is to facilitate progress in a student's learning. Effective assessment provides:

- Statement of current attainment
- Statement of cognitive ability (if not available to be referred)
- Means by which we can ascertain if the student is underperforming, and in which areas.
- Profile of strengths/weaknesses from which teaching strategies should be developed.

The student's need is discussed with parents, either an action plan is composed and agreed upon; all the teachers who teach the student will follow up daily, communicating with the parents. Action plans and records of progress and reviews are kept in place to share with the class teacher, Coordinator, and parent.

Where sufficient progress in relation to the action plan has not been made, a referral to the Educational Psychologist should be made after consultation with the parents.

Where students with SEN do not make sufficient progress, despite the school making purposeful and relevant interventions, as listed above, it may be appropriate to request for an Assessment and refer the student to psycho educational assessment and intervention.

A range of strategies and approaches may include:

- Ensuring the student's strength is used to build confidence and maintain motivation.
- Using a multi-sensory approach to give students the opportunity to learn effectively in a way suited to their ability.

- Helping students overcome learning difficulties by, for instance, supplying frequent spoken instructions for students with reading difficulties.
- Employing active learning strategies giving students firsthand experience.
- Providing a range of activities to ensure participation.
- Providing similar work for a group but allowing different outcomes.
- Using a clearly defined step by step approach promoting gradual development of concepts and skills.
- Children with educational needs are also given required intervention to see that they perform on par with the other children.

To ensure best practice in Inclusion, school adopts the following principles for Inclusion

- Setting suitable learning challenges
- Choosing knowledge, skills and understanding from previous year levels of curriculum planning so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
- Identifying any gaps in students' learning and making arrangements to deal with them

Providing a much greater degree of differentiation in planning work to fit in with the school's curriculum planning Using Learning Technologies to maximize access to and achievement in learning
- Responding to students' diverse learning needs.

- Teachers demonstrate that they are aware that students bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
- Teachers provide evidence that they have planned their approaches to teaching and learning so that students can take part in lessons fully and effectively
- Teachers demonstrate they have taken specific action to respond to students' diverse needs by:
- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches Overcoming potential 'Barriers to Learning"
- Teachers demonstrate they have taken specific action to provide access to learning by:
- Providing for students who need help with communication, language and literacy
- Planning, where necessary, to develop students' understanding through the use of all available senses and experiences
- Planning for students' full participation in learning and in physical and practical activities.
- Support Teachers help the main stream teachers to see that students with L.D are equally participating in all the classroom activities planned by them.

SUMMARY AND CONCLUSION

We support a 'whole school' approach to SEN, all staff who deal with students

on the register have access to action plans, assessment results; and reviews. The school recognizes that differentiation is paramount to meeting a student's needs in the classroom and the Principal / Programme Coordinator 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.

REFERENCES:

WEBSITES

Candidates with assessment access requirements (Middle Years Programme)
http://okinawainternationalschool.weebly.com

IRIS Center for Training Enhancement:
http://iris.peabody.vanderbilt.edu/
The IRIS Center provides research-based resources for faculty and professional development providers. The website features free, online, interactive training in Response to Intervention (RTI). The 4-Part Star Legacy Modules, present an interactive method of learning more about RTI in a practical case study method.

The National Center on Response to Intervention:
http://www.RTI4Success.org
RTI4Success disseminates information about research and evidence based models for RTI. The site includes sample district and state RTI Frameworks, policy and procedures, sample assessments and progress monitoring.

The NRCLD Learning Disabilities Resource Kit:
http://www.nrcld.org/resource_kit
The NRCLD Resource Kit was designed to help practitioners understand the changes for specific learning disability determination and RTI. All materials in this kit are free to the public. A few components of the kit includes: RTI Manual, PowerPoint presentations and information

for parents.

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.

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/
The What Works Clearinghouse (WWC) provides research-based recommendations for schools and classrooms across the country. It assesses the rigor of research evidence on the effectiveness of interventions (programs, products, practices, and policies). This site gives educators multiple resources to make informed decisions about possible interventions for students.

Florida Center for Reading Research
http://www.fcrr.org/
The Florida Center for Reading Research is jointly administered at Florida State University by the Learning Systems Institute and the College of Arts and Sciences. This website provides information regarding effective reading Intervention programs for children in pre-school through 12 grade.

The ACCESS Center
http://www.k8accesscenter.org/index.php/about/
Funded by the Office of Special Education Services (OSES), this website provides information and resources related to curricular practices in math, reading, writing, differentiated instruction, universal design for learning, and technology.

National Association of State Directors in Special Education (NASDE)
http://www.nasdse.org/
Blueprints can be downloaded for Response to Intervention Implementation for the District and School Building Level. These documents provide practical research and evidence based interventions and a step-by-step guide for implementation.

Intervention Central
http://www.interventioncentral.org/
This website offers information that supports a school's implementation efforts in a practical user-friendly manner. Many RTI resources shown on this site can be implemented at the school level immediately.

National Center on Student Progress Monitoring
http://www.studentprogress.org
The National Center on Student Progress Monitor provides articles, PowerPoint presentations and a host of other documents. The primary focus is on professional ways of monitoring student progress through a number of research based methods.

Institute of Education Sciences
http://ies.ed.gov/funding/grantsearch/details.asp?ID=390
The Institute of Education Sciences, National Center on Special Education Research, investigates and reports on measurement issues

associated with the RTI process.

Center on Positive Behavioral Interventions and Supports
http://www.pbis.org
This website helps the local school district and individual school building enhance their knowledge about school-wide practices and systems within a three tiered model of behavioral support for students.

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