



# Sanjan Nagar

## Public Education Trust

### Higher Secondary School

*“Enabling Our Future”*



**Inclusion Policy**

updated 2022

## **Vision of the School**

“Our vision is to enable children and youth to become caring, knowledgeable, and creative citizens of tomorrow for the meaningful progress of our society through a holistic education experience.”

## **IBO 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.”

## **A Note for Parents & Guardians:**

Dear SNPET-HSS Parents and Guardians,

At SNPET, our school policies are rooted in the IB philosophy, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies. Our policies have been developed through discussions with teachers, parents and students to determine the core content and approaches. These are the policies mandated by the IB & SNPET:

1. Admissions
2. Inclusion
3. Safeguarding
4. Language
5. Assessment
6. Academic Integrity

Sanjan Nagar is a journey of foundational and lifelong learning unlocking the potential of children/families from diverse and disadvantaged backgrounds. It is an evolving school for the future nurturing young learners through inquiry based liberal education in a global context bearing the motto ‘Enabling our Future’ Our school policies are intended to embrace and encourage diversity and inclusion.

In each of our policy documents, you will find the philosophy driving the policy, your child’s rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

SNPET-HSS

**IBO Definition of inclusion**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning. It involves change and is facilitated in a culture of collaboration, mutual respect, support and problem solving, according to the IBO, it's a “whole-school educational approach to which all schools should aspire.”

**Philosophy of SNPET about Inclusive education**

SNPET acknowledges that students come with a variety of cognitive, emotional, psychological and physical needs. SNPET School supports the IB’s definition of inclusion and works to increase access and engagement in learning for all students. As a public school, education policies of inclusion are often dictated by law. SNPET further defines inclusion and access in the following manner:

The School is committed to high quality learning experiences for ALL the students. We believe that all students can learn, but not always in the same way or at the same time.

Challenging and stimulating learning opportunities are provided regularly as a predictable feature of the overall educational program. Teachers are responsive to the individual learning needs of students on a daily basis and are constantly adjusting their teaching patterns in order to assure student engagement at the right level. For example, teachers present information in multiple formats, students can select projects which are of interest to them, various presentation options are available for student projects, group work is included when appropriate, study guides are provided, and a variety of assessment patterns are used. Despite these efforts, not all students’ needs can be identified and accommodated by the classroom teacher and her/his teams.

**Rights and Responsibilities:**

As an SNPET community we consider inclusion as a core principle of our journey, rather than an end. This journey is a constant process of learning and teaching.

<b>Community Rights Community Responsibilities</b>	<b>Community Rights Community Responsibilities</b>
<b>Students</b> have access to an inclusive learning environment	School Leadership

	<ul style="list-style-type: none"><li>● Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences</li><li>● Provide opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness</li></ul> <p>Teachers and School</p> <ul style="list-style-type: none"><li>● Communicate diversity through the use and display of language, images, learning boards and books</li><li>● Challenge assumptions through inquiry based approaches that illustrate diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities)</li><li>● Reinforce desired values, dispositions and behaviours in classrooms, in the playground, dining and common areas</li><li>● Provide multiple and routine opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity</li></ul> <p><b>Students</b></p> <ul style="list-style-type: none"><li>● Include everyone in all playground &amp; social activities</li><li>● Engage with different ability students' activities and inquiry groups</li><li>● Are tolerant and respectful</li><li>● Show empathy by understanding and sharing feelings</li><li>● Ensure awareness and sensitivity that body language can also send messages of inclusion or exclusion</li><li>● Shed their own negative assumptions or prejudices</li><li>● Treat everyone with mutual respect, for all linguistic, ethnic and religious groups and with different learning needs</li><li>● Resolve conflict through dialogue</li><li>● Help new students feel at home in the learning community</li></ul>
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	<ul style="list-style-type: none"> <li>● Take responsibility for their own actions</li> <li>● Model and demonstrate appropriate behaviors when insensitive behaviors are observed</li> </ul>
<p><b>Students</b> learns without barriers</p>	<p><b>Leadership team and school board</b></p> <p>In consultation with educators, learning support professionals, parents, students and all stakeholders,</p> <ul style="list-style-type: none"> <li>● Put in place processes to remove barriers to learning for every member of the school community</li> </ul> <p>Every Teacher, as a teacher of all students,</p> <ul style="list-style-type: none"> <li>● Makes sure that each student is exposed to teaching and learning that enables them as individual and unique learners</li> <li>● Explicitly teaches students how to make mistakes, fail well and overcome obstacles</li> <li>● Explicitly teaches students how to succeed well and how to behave appropriately when others make mistakes, fail or face obstacles that they struggle to overcome</li> <li>● Involves and includes parents and legal guardians in learning and teaching in an inclusive way</li> </ul> <p>Student Support Amin Maktab</p> <ul style="list-style-type: none"> <li>● Works in collaboration with relevant team members to invite speakers and visitors to share with the learning</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>● Involves and includes parents and legal guardians in learning and teaching in an inclusive way</li> <li>● Supports students, families, teachers and staff in transition through thoughtful induction programmes</li> <li>● Engages locally through a collaborative and constructive relationship with the school’s local community</li> <li>● Trains staff in appropriate inclusive arrangements</li> </ul> <p><b>Families</b></p>

	<ul style="list-style-type: none"> <li>● Provide accurate information about the child’s needs and history</li> <li>● Partner with the school on developing approaches that will support the child’s academic development</li> <li>● Follow through on agreements with the school</li> <li>● Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts</li> </ul>
<p>The whole school community is celebrated for their personal and cultural identities</p>	<p><b>The School Board and Leadership</b></p> <ul style="list-style-type: none"> <li>● Ensures that international-mindedness is embedded in the school ethos through mission statements and policies</li> </ul> <p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>● Creates community links that promote inclusion</li> <li>● Celebrates events and activities that promote intercultural and interfaith appreciation</li> </ul> <p><b>Teachers and School Leadership</b></p> <ul style="list-style-type: none"> <li>● Encourage and support students to explore multiple perspectives</li> <li>● Share their own experiences, interests and viewpoints with students</li> <li>● Challenge assumptions through inquiry that honours diversity (for example, writers from diverse cultures, different abilities, male, female and transgender pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities)</li> <li>● Challenge disrespectful or insensitive behaviour and comments <ul style="list-style-type: none"> <li>● Have no tolerance for bullying</li> <li>● Show respect and kindness to all community members</li> <li>● Model internationally-minded values and dispositions</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Are prepared to respond to and discuss difficult topics such as national identity, local and global conflicts</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● Share their own cultural/faith traditions and stories in classroom discussions and assemblies</li> <li>● Value peers and teachers for who they are</li> </ul>
<p><b>Students</b> are encouraged to share their views</p>	<p><b>The School Leadership and Teachers</b></p> <ul style="list-style-type: none"> <li>● Encourage participation in school decision-making by all members of the learning community</li> <li>● Encourage safe and respectful dialogues</li> <li>● Encourage independent and collective thinking</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● Listen to other perspectives without making judgments</li> </ul>

### **Connections to other IB Policies**

#### **Inclusion and Admission**

We welcome children from different ethnic socioeconomic backgrounds. Human rights are respected. All candidates for admission are treated equally irrespective of their religion and belief socioeconomic and ethnic origin. Parents are expected to submit complete information about the applicant about his/her academics, physical and socio emotional needs.

#### **Inclusion and Academic Integrity**

At SNPET, we believe that students and teachers should always act with integrity and academic honesty. Therefore, all students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Homeroom and Subject teachers are responsible for defining and instilling academic honesty skills.

#### **Inclusion and Assessment**

Students with identified learning difficulties are allowed inclusive access arrangements (IEPs) and reasonable adjustments (e.g. additional time like school off time, breaks, Saturdays, etc.)

#### **Inclusion and Language**

At SNPET, all teachers are believed to be language teachers and all members of the learning community are involved in a child's language development. To this end, SNPET tries to include a student's home language, language profile and background in the learning

process.

Punjabi and Urdu are the mother languages for most of the students at SNPET, keeping that in mind school provides support by differentiated learning engagements of listening, speaking, reading and writing. Learners are provided with support to develop English as a second language at school and finally till year 4 and 5.

### **SNPET Inclusion Support:**

- School leadership
- Amin Maktab Resource team (psychologists)
- Speech therapy and other medical checkups by Amin maktab

### **Students with special learning requirements**

- Specific learning disabilities (such as dyslexia and dyscalculia)
- Language and communication disorders
- Emotional and behavioral difficulties
- Physical difficulties affecting mobility
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions (such as diabetes)
- Mental health conditions (such as attention deficit hyperactivity disorder, eating disorders and anxiety)
- Gifted and talented students

### **Individual Education Plans(IEPs)**

Students with disabilities that have a substantial impact on their learning are eligible for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act. These Individualized plans lay out specific goals for students. Students with special needs have to have full access to the same learning opportunities that other students have. Special Education services are overseen at the building level by a team of Intervention Specialists, Speech Therapists, and school Psychologist.

### **English as a Second Language (ESL)**

Punjabi and Urdu are the mother languages for most of the students at SNPET, keeping that in mind school provides instruction in bilingual mode so by listening, speaking, reading and writing

learners are provided with support to develop English Language as a second language at school and finally till year 4 and 5 of MYP learners are able to speak and understand English language.

### **Response to Intervention (RtI)**

SNPET steps in when students are not experiencing the success they should have. A team of teachers consider the student from a “big picture” perspective, identifies what is working, and develops a plan to replicate that success. If a student needs additional supports, either academic or non-academic, the team works to ensure those supports are put into place. Typically, the school tries tailored interventions for 4-6 weeks with the students, then evaluates for success and make adjustments as necessary.

Students receive an additional classes (Remedial classes) to improve in areas such as reading fluency, reading comprehension, word decoding, content area vocabulary, math fluency, and knowledge gaps in mathematics.

### **Extended learning opportunities**

SNPET recognizes that a student’s needs extend beyond the curriculum. The school provides class- room guidance, small group opportunities, and individual counseling to students.

### **International/Multicultural Education**

Students participate and are the regular participants of following national and International Projects like Rabt, Seeds of Peace, IEARN YES Exchange program, ITA, and LUMS; these well known organizations engage students in various community service and life skills projects and interfaith harmony camps.

As an International Baccalaureate school, SNPET highly values the depth of learning that can only occur with a global mindset. SNPET strives to help students move from simply knowing to doing. Community service projects like donations to orphanage and homeless people, sharing of resources in class rooms.

It is SNPET’s goal that every student regardless of income, race, sexual orientation, gender, or family composition feels welcome, safe, and included while at school. The school uses a combination of culturally aware practices, celebrations of diversity, and community experiences to give our students an awareness and appreciation for others and themselves.

### **Second Chance Policy**

When students are not successful in demonstrating their knowledge of content and skills, re-teaching and reassessment may be necessary. Re-learning and reassessment opportunities may

occur during activity periods or through arrangements by assigning teachers for one on one support.

Teachers decide when the student has put forth the necessary effort and work required to earn the privilege of reassessment. It is at the teachers' discretion with full engagement and disclosure of the student/s and parents on how reassessments will be taken, graded and recorded.

Students who do not attend Second Chance opportunities or are relying on these interventions too often will be placed on academic/ behavior plans to provide students with supports that promote learning.

### **Parent Mentor Program**

Section heads, PYP Coordinator and teachers as Mentors are available as a resource to the families of children with learning challenges.

These mentors also arrange psychologists from Amin Maktab Foundation that provide further support and guidelines to teachers, students and parents. They organize individual plans for the improvement of learners.

This team provide following efforts

- Support families facing educational challenges to all students.
- Provide information and guide families through the process of identifying special needs
- Share problem-solving information
- Explore community resources & special education preschool options
- All Parent Mentor services are provided free of charge

### **REVIEW PROCESS:**

The policy is reviewed annually in collaboration with all stakeholders.

### **References**

- <http://blogs.ibo.org/blog/2016/08/26/what-is-inclusion>
- <http://www.bhamcityschools.org/Page/30962>
- <http://bexleyschools.org/cms/lib3>