



Choithram International- Inclusion Policy **2022-23**

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Location of the policy:

Google Drive

Handbook

Website

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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 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.

Choithram International Mission Statement

Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible, compassionate and open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

Choithram International Vision Statement

To be a centre of academic excellence and nurture young learners into resilient, optimistic and responsible citizens of the world.

IB Learner Profile

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

Standards and Practices

Inclusion Policy

IB standards that guides the drafting of the Inclusion policy-

Standard and Practices (2014)

B1.5b: MYP requirement:

The school has formulated and enacted an inclusion/special educational needs policy that aligns with IB standards and with the school's admissions policy.

B1.5c: DP requirement: The school formulates and enacts an inclusion/special educational needs policy that aligns with IB standards and with the school's admissions policy.

B2.8: The school offers assistance for its students with learning and/or special educational needs and support for their educators.

C3.10: Teaching and learning tailors instruction to accommodate students' learning needs and styles.

Standard and Practices (2020)

Environment (02)

2.2 The school caters to the diverse needs of students, and demonstrates this commitment through planning, policy, and practice.

2.3: The school allocates staff, facilities and resources in accordance with their inclusion policy.

Culture (02)

2.The school enacts, articulates and periodically evaluates an inclusion policy that fosters cultures thereby empowering all students to achieve their full potential.

2.1 The school enacts and evaluates an inclusion policy that aligns with IB guidelines.

2.2 The school specifies in its inclusion policy all its legal obligations and outlines the school's structures and processes for compliance.

2.3 The school delineates in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

Learning

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Feedback serves as a valuable tool for students and teachers to align their efforts with the desired outcomes and expectations, following the IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school adopts specific and constructive school-based reporting to equip students and teachers with information that can be applied to augment learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community”¹.

Philosophy:

“Every child deserves the best”. In tandem with this motto of Choithram International, we recognize that students come from a wide variety of cultural backgrounds and possess a range of academic, physical, emotional and social needs. At CI we believe in the inclusion of diversified qualities of all students. Inclusion is more about responding positively to each individual’s unique needs without looking into any of their differences. The school’s mission and vision statements guide its holistic approach to offer quality education for all aspirants regardless of any kind of disparities. The students receive education and training to become accountable and empathetic open minded citizens who view the world with a balanced perspective and join an inclusive and open community.

¹ IBO document - Learning diversity and inclusion in IB programmes

In our school we aim to enhance the potential of all students by carefully attending to all their learning styles and developmental needs.

The school intends to make all the students feel that they are a valued part of the school community and have equal access to all learning opportunities. We believe that with appropriate consistent support, the students with special needs can be brought into mainstream education. The students are provided additional support as and when the need arises.

This policy ensures that the planning and execution of curricular, co curricular, financial and other miscellaneous facilities provided by the school cater to the requirements of all students addressing the extent of any kind of challenges experienced by them.

National Legislation Right to Education Act-2009, provides equal opportunities with similar facilities to all children within the school settings and the school following the Right, provides scope for such facilities to all its students.

Aims:

- “To create an environment to meet the diverse learning needs of every child.
- To ensure that the diverse learning needs of children are identified and catered to.
- To ensure every educator is an educator of all students
- To ensure that the learners with differentiated abilities are provided with desired resources to support curricular/co curricular needs.
- To clearly identify and state learning expectations from the students.
- To identify the roles and responsibilities of staff in providing support for students’ inclusive educational needs
- To ensure that parents are counselled about the need to play their part actively in supporting their ward’s education.
- To identify and cater to legal requirements.
- To give all learners a chance to show what they have learned and celebrate their achievements.
- To respect and use the different languages that people speak.
- To make sure that everyone in our school can benefit from an IB education and learn how to be responsible and respectful citizens.
- To listen to what everyone in our school has to say and value their opinions.
- To help everyone in our school grow into curious, knowledgeable and caring people who can make the world a better and more peaceful place by understanding and respecting other cultures.
- To recognize that diversity includes everyone in our community.

- To conduct assessments that provide all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- To ensure that multilingualism is recognized as a fact, a right and a resource
- To ensure that all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens •
- To ensure that all students in the school community have a voice and are listened to so that their input and insights are taken into account
- To ensure that all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- To ensure that diversity is understood to include all members of a community
- To ensure that all students experience success as a key component of learning.”²

Inclusive School Environment:

“It is the responsibility of all educators, supported by the community, to develop optimal learning environments. Developing a positive classroom climate conducive to supporting the learning of all students requires that:

- students are accepted for who they are
- students are valued for their strengths
- students are appropriately challenged by their learning
- expectations of students are high but realistic
- students belong to the community and feel cared for, trusted, understood, valued and safe
- students are listened to, have their opinions sought, and are provided with opportunities to succeed
- students are included in decisions about their learning
- students are given opportunities to reflect on their learning
- students understand themselves as learners
- students have the opportunity to develop the attributes of the learner profile
- students have the opportunity to develop as multilingual citizens
- students have access to the relevant IB programme components to the greatest extent possible
- students understand their role in the learning of others
- students are supported in developing the skills to self-advocate.”³

Implementation of IE Policy:

² IBO document - Learning diversity and inclusion in IB programmes

³ IBO document - Learning diversity and inclusion in IB programmes

- The school promotes the implementation of IE Policy as per the IB mandate. Identifying the students' need for learning support at the earliest possible stages so as to take necessary action to meet learning needs.
- Planning of IEP/ILP as per the needs identified
- Assessing achievements and revisiting objectives periodically;
- Collaborate with parents by maintaining frequent communication to share progress;
- Empower students to attain targets and goals.
- Foster favourable self-esteem and enthusiastic attitudes about school and learning in these students;
- Empower these students to monitor their own learning and become independent learners;
- Supply additional support and resources for the students struggling in Language and other subject areas.
- Engage 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 are orientation sessions for the new teachers to get them familiarised with the school's inclusion policy
- Arrangement of resources - human, physical, virtual to support students with special needs

Identifying Students for Psycho Diagnostic Assessment:

Home-room teachers/tutors serve as the first point of contact to identify potential learning difficulties and challenges amongst students as they are responsible for pastoral care on a daily basis. If a student is facing difficulties to respond to the regular classroom strategies implemented by a teacher, then the student's concerns are discussed in the grade level meetings under the supervision of Programme Coordinator to decide for any required intervention.

Home Room or Tutors now gather relevant academic, behavioural and health records along with attendance and hand over to the program coordinators, already given above Inclusive Education Coordinator, who observes the student inside the classroom. If required the IE Coordinator seeks permission from the Program Coordinator to involve the parents in rendering support to the child. With the consent of parents, the IE Coordinator conducts psycho-diagnostic assessments.

Diverse learning requirements:

Students may require special learning support due to one of the following reasons:

- Attention deficit disorder/Attention deficit hyperactivity disorder
- Autism
- Specific learning disabilities -Dyscalculia, Dyslexia, Dysgraphia
- Hearing impairment/ deafness
- Medical conditions/chronic illness
- Mental health issues/emotional wellness
- Physical disabilities
- Speech language and communication needs
- Visual impairment
- Social, emotional and behavioural difficulties
- Language difficulties
- Gifted and talented/ High ability children

For all the above-mentioned students, the school with the help of IE coordinator prepares an IEP/ILP.

The **Individualized Educational Plan (IEP)** is a document used as a guideline for teachers to address a child's unique learning issues. It employs the teachers to take small-steps approach to ensure that the child experiences success.

The IEP includes:

- What the student knows, understands and can do.
- Highlights of possible challenges which the child may face in the classroom setting.
- Using differentiation strategies to scaffold learning.

All students with an IEP will follow the same curriculum as their peers. In some areas of the curriculum such as English Language, Mathematics, students may require differentiation within the classroom of content, process and may require reasonable adjustments or product (mode of assessment). In certain cases, students with inclusive educational needs might be withdrawn from the regular classes for remedial classes to focus on their skill enhancement required to meet the demands of the curriculum.

The IEP identifies specific learning and personal goals as per the student's abilities. The goals lead to the student's pursuance of specific targets and achieving them thereby making them develop holistically in the process.

We believe that all academically gifted students also must have appropriate and challenging experiences to meet their unique learning needs through specially designed tasks to keep them engaged.

Universal Design for Learning (UDL)

The school has developed the system of providing equal opportunity of learning through policies, strategies and implementation of an inclusive environment thereby removing all barriers to learning. The curriculum is so designed that all students get its benefit. The curricular framework is so devised that it helps all students to attain success. Teaching methods, available resources, instructional goals and assessments- all ensure inclusivity of students in the process of learning and development.

Strategies to support students:

CI ensures adequate in-house support to overcome behavioural and learning issues in children. The school supports the students at two levels namely School Action Plan and School Action Plus . An IEP will be written in both the cases.

School Action Plan ("SAP") is developed for the student to be implemented for a given period of time depending on the need of the student. It is used when there is limited progress in the child's academic performance or persistent emotional and behavioural difficulties. Through SAP we provide extra support using different learning materials, special equipment/s or different teaching strategies. HRTs/Tutors and subject teachers are made aware by the IE Coordinator about the need for intervention at SAP (School Action Plan) and train them in using various differentiation techniques addressing the inclusive educational needs of students which is also documented in IEP.

Parents are involved to equip them with certain strategies which can help them to deal with their child effectively. Progress would be reviewed at least twice a year.

School Action Plus (SA+) Plan is initiated when despite receiving an individual programme or extra support, a student makes little or no progress over a specified period of time. The school informs the parents and with their consent the counselor refers and recommends advice from external support services to seek further diagnosis and intense intervention. This may involve help from speech and language therapist, occupational therapist, special advisory services for low vision, autism or an educational psychologist. An IEP will be written based on an expert's report to support the child and shared with teachers.

In either case a follow up meeting is held by IE Coordinator every six months with the Tutors/ HRTs and subject tutors to review progress. At the follow-up meeting the IE Coordinator records the level of success and may decide about further course of action.

Language Support:

Language support is provided for all three languages on offer in school, which includes English, Hindi and French at different levels of learning. This is provided to students identified, as per their language needs.

Support for other subjects:

Support lessons are given to children from grade one onwards as per the needs identified especially in Mathematics and Languages.

In PYP support is ensured within the classroom only, while in MYP support lessons are provided to students within the classroom as well as out of class twice in a week.

In DP support lessons are provided in all subjects where the need arises as per the student's free slots.

Shadow teacher support:

The school may take support from a shadow teacher in case of children facing challenges like hyperactivity, autism, severe speech and language disorders, visual impairment or any other modality which requires external support.

In such cases shadow teachers will support in the parallel teaching; he/she will work collaboratively with Home Room Teacher/the subject teachers and report the progress of the child to the Programme Coordinators.

Assessment:

Assessment is conducted for learning and of learning. Subject objectives and assessment objectives are shared with the students and reinforced from time to time so as to develop awareness for learning among them. Opportunities for self assessment are provided so that the students can affirm their strengths and work upon the areas of improvement. Continual formative process of teaching learning and assessments thrives on constructive feedback to develop upon the learners' academic potentialities.

Assessments are:

- accessible in terms of design, content and medium to give every student the opportunity to succeed
- ongoing, diverse and relevant to the learner in the form of a variety of formatives and summatives.
- actively inform and involve learners (Meyer, Rose and Gordon 2014, p 139)
- be focused on learner progress (Meyer, Rose and Gordon 2014, p 139)
- allow for differentiated assessment with different entry and exit points
- be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves (Meyer, Rose and Gordon 2014, p 139)
- be pertinent and relevant to the construct that is being tested and measure what it intends to measure (Meyer, Rose and Gordon 2014, p 139)

- be explicit so that the purposes and outcomes of the assessment process are understood by all
- measure both product and process

Access Arrangements:

Schools may make separate arrangements for assessments of students with learning difficulty as per the norms of IB. As per IB's assessment access requirement, the arrangements may be facilitated for these students during the formative, summative and formal examinations for MYP and DP.

Accommodations may be provided at MYP and DP level but in any case no modifications are allowed in demand of the assessments or the learning outcomes.

Assessment access arrangement can be requested to IB only based on the report (not older than two years) produced by a registered Health Care Professional. This report must reach the Programme Coordinator one year before the examination. The access arrangements are subject to IB approval and may include the following provisions:

Arrangements Not Requiring IBO Authorization

- Separate room
- Person for colour naming [in the case of colour blindness]
- Sign language interpreter
- Hearing aids and devices
- Vision aids and devices
- Rest breaks
- Prompter
- Preferential seating

Arrangements Requiring IBO Authorization

- Modification of exam papers (eg. font and colour of paper)
- Additional time
- Deferral
- Extension of IB submission deadlines
- Scribe and transcription
- Reader
- Reading software and pen

Roles and responsibilities

In order to foster a culture of inclusion in school, a qualified IE Coordinator is assigned to assist the students with special needs. The IE Coordinator provides regular guidance and support to address their challenges. The

school staff also undergoes training sessions to enhance their skills and competencies in catering to the students' diverse needs.

IE Coordinator

The school provides students with an affirming environment that ensures confidentiality and emotional support wherein they can discuss with IE Coordinator the issues or challenges that they may face. All the information about the students are kept safe and confidential with access to the IE coordinator/School counsellor and the Programme Coordinators and is only shared with the teachers responsible for the education of the child after the parents' consent.

Responsibilities of IE and Programme Coordinator:

- Arrange PD sessions for the teachers to support learning requirements and differentiation.
- Arrange for appropriate resources.
- Work collaboratively with teachers and share the IEP with the teacher concerned.
- Advise concerned parents and communicate key points in “*candidates with assessment access requirements*”.
- Liaison with IB in relation to special access requirements
- Maintain records
- Liaise with the wider community to consider their voices and expertise in implementation of inclusion in school
- Make sure that the provisions of the inclusive policy are available to the whole school cohort.

Teachers' role

- Develop written curriculum that provides scope for building self esteem of students and developing Learner Profile attributes
- Curriculum includes awareness of local and global issues and challenges faced while catering to diversity
- Build students' learning based on their prior knowledge
- Diagnose educational needs
- Report concerns to the Program Coordinator
- Incorporate differentiation techniques in the classroom
- Provide scope for affirming student identity

Parents' Role:

- Play an active role in child's education
- Maintain regular contact with school and communicate progress of the child to the IE coordinator.
- Submit all external diagnostic reports at least one year prior to the examination session in case
- Inform school authorities about Assessment Access needs of their child and support school in further formal proceedings.

Responsibilities of students:

- To affirm their identity through curricular and co curricular engagements
- Advocate for their rights in matters of curricular and co curricular requirements
- Develop self awareness through consistent engagement with the learning process
- Communicate and reciprocate what they feel and need
- Take active participation in all activities and discussions.
- Be regular in attending the meetings with the counselor.

Alignment with other policies

Admission policy

An entrance exam is conducted to assess the proficiency level of the students who seek admission and apply for it.

Students who produce authentic diagnostic report for special needs of teaching learning support are assessed by the School Counsellor or Learning Support Teacher. A detailed report is prepared with findings and recommendations after the assessment and submitted to the admission authority. The assessment report is given for the consultation to the HOS, IE Coordinator, IE Coordinator and Coordinator.

Assessment Policy:

All internal and external students who need learning support provisions are provided with access arrangements. In case a child has been identified with learning needs then the school may make separate arrangements for assessments of students as per the norms of IB as mentioned in the assessment policy.

Language Policy:

Students with language learning requirements are provided language support according to their needs. Language of tasks is simplified (when needed) so as to make it comprehensible for the learners. In case a child

has learning difficulty owing to a language barrier then the required support as per the language policy is offered to the child.

Academic Integrity:

The principles of academic integrity are maintained in all circumstances. All students, whether in need of learning support or not, must follow the academic integrity policy of the school. Students not obliging with the Academic Honesty Policy go through the counselling services. Their parents are also counselled for the same.

Wellbeing Policy:

The school fosters an atmosphere of wellbeing for all students and staff. Self esteem, mental and emotional health are given utmost priority. SEL is fostered across the school community through meaningful involvement and action of all stakeholders. Guest lectures are organised for this purpose.

During the course of study, grade level collaborative meetings of teachers are conducted to further understand the diverse learning needs of students.

Policy communication to stakeholders:

The policy is communicated to students and parents in form of synopsis through the school website, Handbooks, orientation/induction sessions and counselling sessions.

Process of Review

Every two years or as and when required, the IE policy is reviewed revised (if required) by the IE Coordinator in consultation with the Programme Coordinators.

सीआई की समावेशी शिक्षा नीति का सारांश

समावेशी शिक्षा नीति को CI के आदर्श वाक्य "हर बच्चा सर्वश्रेष्ठ के योग्य है" के साथ सीधे जोड़ा गया है। यह शिक्षा नीति सभी छात्रों को सांस्कृतिक पृष्ठभूमि की विस्तृत विविधता के बावजूद मान्यता देती है और बच्चों में अकादमिक, शारीरिक, भावनात्मक और सामाजिक जरूरतों की एक श्रृंखला का काम करती है। हम अपने छात्रों की विशेष आवश्यकता के प्रति सकारात्मक सहयोग देकर सभी छात्रों को शामिल करने में विश्वास करते हैं। हमारा उद्देश्य बाधाओं को हटाने और उनके सीखने के अवसरों को बढ़ाने के माध्यम से, सभी छात्रों की क्षमता को बढ़ाना।

छात्र द्वारा या उसके बारे में साझा की गई जानकारी गोपनीय रखी जाएगी। यह नीति सुनिश्चित करती है कि विशेष आवश्यकता वाले बच्चों के लिए पाठ्यक्रम- योजना और मूल्यांकन बच्चे द्वारा अनुभव की गई कठिनाई के आधार पर हो। यह नीति छात्रों को अपनी निजी समस्याओं को सुरक्षित करने के लिए एक सुरक्षित स्थान भी प्रदान करती है।

केवल माता-पिता के परामर्श के माध्यम से बच्चे की शिक्षा के लिए जिम्मेदार शिक्षकों के साथ परामर्श किया जाएगा। इसका उद्देश्य प्रत्येक बच्चे की समावेशी शैक्षिक आवश्यकताओं को पूरा करने के लिए एक वातावरण बनाना है, और यह सुनिश्चित करना है कि बच्चों की विविध शिक्षा आवश्यकताओं की पहचान व मूल्यांकन आदि का ध्यान रखा गया है। और सभी शिक्षार्थियों को स्कूल के पाठ्यक्रम के सभी तत्वों समझने में सक्षम बनाने के साथ-साथ सभी बाधाओं को दूर करना सिखाती है। यह बच्चों की समावेशी शैक्षिक आवश्यकताओं को प्रदान करने में कर्मचारियों की भूमिका और जिम्मेदारी भी बताती है, और यह नीति सुनिश्चित करती है कि माता-पिता अपने बच्चे की शिक्षा का समर्थन करने में सक्रिय रूप से अपना सहयोग दे सकें।

समावेशी शिक्षा नीति स्कूल प्रवेश नीति के साथ गठबंधित की जाती है, यह उम्मीद है कि प्रवेश के समय सभी माता-पिता अपने बच्चे (अगर कोई हों) की विभिन्न सीखने की जरूरतों को बताएँ ताकि हस्तक्षेप की अनुमति सीधे प्रवेश से ही की जा सके। ऐसे छात्रों की पहचान करने के लिए रणनीतिक रूप से नियुक्त किए गए मनोचिकित्सक परीक्षण के माध्यम से यह जाना जाता है कि उनको विविधता से सीखने की जरूरत है। आईई नीति एडीएचडी, विशिष्ट शिक्षण विकलांगता, उच्च क्षमताओं और कई बुद्धिमानियों के साथ-साथ शिक्षार्थियों, शारीरिक अक्षमताओं या भाषण विकारों, सामाजिक, भावनात्मक और व्यवहारिक कठिनाइयों और बच्चों की भाषा कठिनाइयों की विभिन्न शैक्षिक

शैलियों से लेकर विभिन्न सीखने की जरूरतों को पूरा करती है। [विवरण के लिए आईई नीति दस्तावेज देखें] होमरूम शिक्षक, विषय शिक्षक के साथ समन्वय करता है और विभिन्न शिक्षण आवश्यकताओं / भावनात्मक आवश्यकताओं वाले छात्र की पहचान करता है और संबंधित समन्वयक को इसकी रिपोर्ट करता है, फिर उचित प्रक्रिया के माध्यम से छात्र को आईई को संदर्भित किया जाता है। समन्वयक / स्कूल आईई परामर्शदाता द्वारा कार्रवाई की आगे की योजना का निर्णय लिया जाता है। आईई समन्वयक नीति द्वारा दस्तावेज के आधार पर बच्चे के व्यवहार और सीखने के मुद्दों को दूर करने के लिए विद्यालय में सहयोग दिया जाता है।

स्कूल दो स्तरों पर छात्रों का समर्थन करता है जैसे स्कूल कार्य-योजना और स्कूल एक्शन कार्य-योजना और आईईपी दोनों मामलों में [विवरण के लिए आईई नीति दस्तावेज देखें]। स्कूल आईबी के मानदंडों के अनुसार सीखने में कठिनाई वाले छात्रों के आकलन के लिए अलग व्यवस्था करता है। आईबी की मूल्यांकन पहुंच आवश्यकता के अनुसार MYP और DP के लिए सभी फॉर्मेटिव, समेटिव और औपचारिक परीक्षाओं के दौरान इन छात्रों के लिए सभी विशेष व्यवस्था की जाती है। विवरण के लिए [आईई नीति दस्तावेज देखें] यह नीति स्पष्ट रूप से प्रोग्राम समन्वयक, शिक्षकों, माता-पिता और छात्रों की भूमिका और जिम्मेदारियों को भी बताती है।

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Appendices:

1. Consent form
2. Referral form
3. IEP template

INFORMED CONSENT FOR PSYCHOLOGICAL COUNSELLING PROCESS

Reference no -

Date -

Dear Parent,

The team of Inclusive Education Department, has been set up to facilitate children with diverse learning needs ranging from learning, behavioural to emotional concerns. At Choithram International, we emphasize on “Inclusion” of every child in the mainstream curriculum, and support the child with appropriate strategies.

Your cooperation and consent is hereby sought.

I, Mr./Ms. _____, consent for my ward _____ to undergo Therapy/Counselling/Remediation sessions, conducted by IE Coordinator/School Counselor, Ms/Mr _____ for his/her Learning/Behavioural /Emotional /other _____ concerns.

I am aware that this will support my ward to progress and not label him.

I am aware that this is a permission letter given by me to the school counsellor to conduct various tests and therapies on my child as a part of intervention.

I also understand that information shared during the process will be kept confidential and not misused in any way.

The principles, purpose and the procedure of the process have been explained to me and I will be supportive throughout the Counselling process.

I may inquire about the procedures/ techniques/ strategies of the counselling processes and I willingly confirm my consent.

Name & signature of the parent

Name & signature of the IE Coordinator

REFERRAL FORM

Date Received: _____

Student's Name		Grade & Home room Teacher/ tutor / subject teacher:	
DOB:			
Parent / Guardian Name:		Residence fine Ph:	
Office fine Ph:		Mobile:	
Referred by:			
Teacher	Parent	Coordinator	Self
			HOS
			Other
Student Lives With:		Boarding:	

Reasons for Referral – Concerns related to: (Please tick all that apply)

REFERRAL FORM

Date Received: _____

Reasons for Referral – Concerns related to: (Please tick all that apply)

Behavioral concerns		Diverse learning needs	Other concerns
Slow worker	Peer relationships	Reading difficulties	Social skills
Unorganized	Nervous / Anxious	Writing difficulties	Personal Hygiene
Disturbs class	Perfectionist	Comprehension issues	Family concerns
Low self esteem	Frequent outbursts	Easily distracted	Excessive absenteeism
Appears sad	Swearing, lying, stealing	Excessive spelling errors	Other school related issues
Often sleepy and tired	Picking up fights	Confusion in Mathematical symbols, calculation errors most of the time	Health issues
Lacks motivation to complete task	Impulsive – acts without thinking	Neatness of work	Disinterested in class activities

Clarify Referral Reasons / History:

ACTIONS taken by the person referring this student

Have you contacted parent / guardian about your concern? Y / N Date :

Explain below the outcome of parent contact

What other services is a student receiving?

Signature of Person Making Referral

Date of Referral

Below is for the School Counseling office use only:

Initial date seen by Counselor :	
Counselor :	
Best time to counsel with student :	
Follow-up session Date:	
Outcome :	
Follow-up session Date:	
Outcome :	
Status :	

Individual Education Plan (IEP) Template:

Student's name: _____

Date of birth _____

Grade _____ IEP _____

Date _____

IEP team members: _____

Roles: _____

Goals: _____

IEP minutes/day: _____

Differentiation strategies used:

Reasonable adjustments:

https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.4.5

The IB supports the following principles of an inclusive education where:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- *all* learners belong and experience equal opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognized as a fact, a right and a resource
- *all* students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens

- *all* students in the school community have a voice and are listened to so that their input and insights are taken into account
- *all* students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include *all members* of a community
- *all* students experience success as a key component of learning.

- https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl