

**SANSKRITI PUBLIC SCHOOL**

**KARERA, DIST.- SHIVPURI**

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# **INCLUSIVE EDUCATION POLICY**

**SANSKRITI PUBLIC SCHOOL , KARERA - SHIVPURI (M.P.)**

**CHAIR MAN**

Sanskriti Public School , Karera

**PRINCIPAL**

Sanskriti Public School , Karera

# INCLUSIVE EDUCATION POLICY

## SANSKRITI PUBLIC SCHOOL , KARERA - SHIVPURI (M.P.)

School Inclusion Policy General statement This inclusion policy has been approved by the staff and governors of the school. This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. At Sanskriti Public School , Karera inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

As per National Education Policy

*“Achieve an inclusive and equitable education system so that all children have equal opportunity to learn and thrive, and so that participation and learning outcomes are equalized across all genders and social categories by 2030.”*

### Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimizing of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social and social background, and the maximizing of resources to reduce these barriers.

“Inclusion in education is a kind practice of giving equal space to children who might differ from others in terms of Physical, Mental or Social capabilities. This very concept in the worldwide education ecosystem is considered the key to providing justice to the ones who fall into this category.”

## Benefits of Inclusive Education

### A Sense of Belonging

When children from different social backgrounds, physical or mental capability grow up together in an educational space, they tend to develop a sense of belonging. By getting to observe people from different backgrounds and disabilities every day, they'll learn to accept the realities from the very beginning which ultimately will enhance their acceptance as they grow up.

**Confidence:** The specially-abled children will feel that they belong to society as everyone else does. They will develop great confidence and will be able to walk the different fields of life with ease.

### BETTER ACADEMIC PERFORMANCE

It's found that the differently-abled children perform better academically when they learn with other students in similar settings.

### No Inferiority Complex

Children, for example, who are financially backward with respect to their peers feel the confidence to step out in the world with equal standing.

### Eradicating Casteism

Caste-differentiation is sadly a huge issue in our country. To remove its existence fully, it's important we inform the new generation how shallow this social practice is. To teach them to assimilate with others belonging to lower castes and keep social exclusion at bay, it's good we start from our schools where they spend most of their time.

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1. **Vision** :- The Sanskriti Public School , Karera believes in providing equal educational opportunities to all students who will benefit from the environment that is present in the school. We also believe in providing a Least Restrictive Environment for all students. This means providing support to students with Special Needs in an environment that will benefit them. We believe that every teacher, through Differentiated Instruction can be successful in dealing with students with Special Needs. These students also require more creative and resourceful teaching and assessment strategies and we will work with all our teachers in ensuring that this is evident in every class. In Whole Education we are committed to expose students to learning in other areas apart from academics and as a school we will ensure that our students with Special Needs are not deprived of such experiences. If they will benefit from extra support, this will, to the best of our ability, be given during school hours without taking away from Whole Education. However in a particular subject, if they are unable to cope with the curriculum of the class then the curriculum will be modified to the least percentage required.

We are also committed to provide these students with remedial intervention to help them build the skills in which they lack.

2. **Rationale** In this respect all students should Be

1. able to avail of an education appropriate to their learning capacity

2. Be given an equal opportunity to an inclusive education system.

3. Be provided with remedial teaching and subject support within the framework of the school policies

4 Be given concessions applicable to their needs as provided by the relevant curriculum boards/ school program

### 3. Aims and objectives of Inclusive Education

Sanskriti Public School , Karera aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity Objectives

1 To ensure a multi-sensory approach to instruction and assessment.

2 To adapt and provide a curriculum beneficial to the individual learning style of the student with special needs/ gifted children.

3 To integrate students into mainstream classroom through Differentiated Instruction.

4 To seek and ensure continuous improvement in learning for all students.

5 To develop the confidence and personality of the student.

6 To develop a productive contributing global citizen

7 Ensure implementation of government and Local Authority

### Inclusion recommendations.

- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated

### 4. Roles and Responsibilities

responsibility of making the methodology of imparting education to everyone without any discrepancy lies upon the policy-makers and educators. It ultimately becomes their duty to teach the new generation about comprehensiveness, which means no one feels left out in a classroom, family, social gathering or a workplace.

The Inclusive Education committee will be responsible for the creation and adaptation of the remedial programme as per the individual needs of every student. The school counselor is responsible for overall

personality development of all students. Students with behavioral and emotional and related concerns will be referred to the school counselor. Subject and mainstream teachers will be responsible for support .

## SANSKRITI PUBLIC SCHOOL , KARERA INCLUSIVE EDUCATION POLICY

**Admission Criteria** – General The only type of challenge the school is unable to take on at this point are children with total visual or auditory impairment and children with moderate to severe intellectual deficits and/ or mental retardation.

**LEVELS OF ABILITY:** The school and accommodate the students with: The ability to work in groups – senior school.

- The ability to work in the mainstream with resource help or on an adapted
- **curriculum.** This adaptation can be of two types: No modification to the curriculum, only environmental accommodations (such as extra ) time for writing, audio taping of class lectures instead of taking notes etc.) as well as some resource room time.

Mainstream curriculum content to be reduced to the least possible percentage required ) of the mainstream curriculum, depending on the capability of the student (based on formal evaluation/ testing and feedback from Coordinators/HOS). Resource room time for reinforcement of concepts and individual remediation programs will also be necessary. Hence, a bar on the severity of disability will be placed at between Borderline – mild in all admissible disability criteria.

### AGE CRITERIA:

Students should be of the age appropriate for the class in which they are seeking admission. However the school will consider students who are over age by one or a maximum of two years for that class. This is subject to vacancies available for that particular class.

### SPECIAL DISABILITIES:

Admission for children on the Autistic spectrum and other disabilities may be included in the junior level classes however, students between ages 3-6 years will only be considered. Transfer to the senior school is at the discretion of the class teacher, coordinators and the heads of school across campuses with the concern of the parents . Their goal for being in a mainstream school setup would be developing socialization and communication skills. By the age of 9 years, if they do not have sitting/group behavior, i.e. the student is unable to sit in class and follow the instructions of the teacher unless under constant supervision and has a tendency to disrupt classroom teaching due to the inability of sitting for the average time as per grade requirement, the parents will have to provide for a trained volunteer or a special educator (employed by parents) to accompany them. This volunteer/educator has to be approved by the school management. A lady is preferable. Students with ADHD (formal assessments need to be handed over to school) also may have to have a professional volunteer to accompany them if

they do not have sitting/group behavior. The child 's behavior should not pose any threat to self or others.

#### GIFTED CHILDREN:

Admission for gifted children will be based on prior knowledge assessments/ or any formal IQ tests submitted by the parent (subject to a validity of 2 year validity). All children will be provided adjustments when necessary in order to address their advanced individual needs. Nurturing the talents of these students will enable them to reach and maintain the status quo with their academic excellence.

#### ASSESSMENT FOR ADMISSION

A formal Psycho-Educational Assessment is essential for every new admission. Admissions for all students to the school, who have special educational needs, must be routed through the Inclusive education committee. If accepted (post meeting all criterions) the committee will conduct informal assessments to establish levels of functioning of the children and will recommend the grade in which admission should be given. RTE- (Right To Education Act- 2009) This is in accordance to our community service endeavors and it is also a mandate by the Government of India. All students under the RTE act are from the lower socio economic strata, Admissions for these children are based on a draw of lots by the state education department and order issued for the admission .

#### 6. Working of the learning lab/ Inclusive education Department:

#### ORIENTATION:

At each level, Senior, middle or primary, an orientation will be given to all parents, during the induction week. Mid- session admission will be given individual inductions. Sensitization workshops will be held each year, with the staff of the school and students across all classes.

#### METHODS OF INSTRUCTION –

Differentiated Instruction – One to one tutoring - Brain storming - Mind mapping

Recounting - Reinforcement sheets - Simplified instructions/ Highlighted Text - Audio tapes - Projects and assignments given by subject teacher

SCHEDULE FOR SEN SUPPORT AND REMEDIATION Every student will have a schedule, tailor made to their requirement for the individual subjects and skills for which they need intervention.

#### ASSESSMENTS:

The specific learning outcomes created by the school will form the basis for student assessment. Assessment of subjects, both formative and summative, will be done by subject teachers. Assessments methods will be varied to suit different learning styles.

## Assessment tools could include:

- Anecdotal records
- Student work samples
- Peer/self-assessment
- Teacher designated tests
- Oral presentations
- Inclusive/remedial assessment will be recorded as a basis for evaluation of all the essential skill development (Thinking, Research, Communication, Social and Self-Management skills)

### Accommodations:

- 1) . Teaching and learning for students with special needs is modified along with the support of the special educator at the beginning of the year is review each semester.
  - 2) Individualized plans are created by the special educator. Separate pull out sessions may be included for students to work on skill building.
  - 3) Summative and formative assessments may be modified to suit the individual needs of the student in consultation with the special needs educator and the coordinator.
  - 4) Special considerations will be made for students with permanent disabilities or who suffer from medical conditions, which affect student performance.
  - 5) In emergencies, for cases such as temporary disabilities (e.g. broken arms), the students may be granted access arrangements that will alleviate the problem.
  - 6) Students may be offered separate notes and the level of support required through the tasks will be tailored to their individual requirements.
  - 7) Assessments will allow for time and separate space accommodations if required by the student. Types of Special Arrangements
- 6) An extra time allowance and/or a separate assessment room
- The provision of specially adapted question papers (multiple choice, visual/oral assessments
  - and enlarged texts ) Assistance with reading or writing (scribe, prompts etc.)
  - Use of computers and other assistive technology



- Extensions to deadlines
- Assistance with practical work

Special Assessment Arrangements Candidates eligible for special assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioral difficulty, physical, sensory or medical conditions or mental health problems.

- Types of Special Assessment Arrangements
  - Additional time
  - Rest periods during an examination
  - Assistance of a reader or a writer or a prompter
  - Use of computers and other assistive technology
  - Modifications to examination papers
  - Alternative venues for examinations
  - Exemptions from assessment
  - Extensions to deadlines
  - Assistance with practical work

Assessment Arrangements not requiring authorization :

Arrangement for appropriate seating

- Take an examination in a separate room
- Allowed to take medication and /or refreshment during an examination
- A candidate with a hearing condition may receive instructions from a communicator
- For a candidate who is colour blind, the invigilator is allowed to name colours in the examination paper

## SERVICES TO BE PROVIDED:

The Learning Lab will provide the following services:

**Identification**—Informal identification of students with special educational needs will be

♣ done by special educators when mainstream teachers bring their attention to students in their classroom who have difficulties in the regular curriculum. Special educators and Counsellors will conduct observations, talk with teachers, and look at samples of written and other work, before calling on

parents for discussion and further formal assessments (psycho-educational) and planning. Parent meetings/contact, will take place for identification (as mentioned above)

- ♣ planning, formulation, and reviews for the IEP. Students with inclusive needs will be counseled in order to enable them to cope with their abilities

- ♣ learning difficulties and challenges. Counsellors will formulate their intervention programs co-ordinated with the inclusive education department and other teachers. Remediation strategies will include the use of specialized programs for Spelling, math and/or other skills, depending on the needs of the student.

## Academic Training –

Accommodations in classroom expectations of the student,

- Curriculum modification to the extent that is required by the student, Remediation to enable the student to cope better with their disability.

Activities of Daily Living – Teach students skills needed in every day life.

## Enable students

- to cope with the pressures of living in our present world. This will be only done for students where such skills have been observed to be poor. In the event, that a Parent does not co-operate to formally identifying their children in having learning challenges or behavioural concerns, then the school will provide an induction to help parents understand that no modifications or accommodations will be made in future. Therefore it is essential for parents to extend their support during this process.

**Movement to Senior School:** A Case discussion for each student will take place with parents at the time they move from junior to senior school. Formal communication stating all relevant clauses of the offer letter given at the time of admission will be given to the parents again. This letter will also state the accommodations/ curriculum modifications being provided to the student. Teachers of the junior as well as senior school will attend this meeting. If the student continues to follow a modified curriculum in the middle school, then the parents have to give a written commitment agreeing to acceptance of educational decisions made by the school after relevant discussions with parents.

## Educational Plans:

All formally assessed / identified students will have an remedial teaching, subject support and curriculum modifications. The formally assessment / identification will be drawn up by a team, consisting of: special educator, parents , grade teacher, subject teachers, Coordinator, Principal and counsellor. In the case of boarders whose parents are unable to attend such meetings, with their permission, the formally assessment / identification will be drawn up and emailed to them for changes and final signed acceptance. Remedial curriculum will be supervised by the special educator;

subject/modified curriculum will be supervised by respective subject teachers, supported by the counsellor and special educator regular reviews at intervals of 3-4 months.

**ESL/Second Language**— students with special needs are not required to take a second language due to their existing learning challenges. Students with specific language difficulties will take ESL instead of English. 2 nd Language periods will be used for intervention/remedial skill training and subject support by subject teachers/ inclusive educator. Movement between the Learning Lab & the mainstream and within the Learning Lab (modified curriculum,) will take place in consultation with the parents. 11.

**Parent Involvement:** Parents must be involved, in formally identifying a student's inclusive needs and in formally assessment / identification.

i. Parent In Partnership (PIP): Active participation of the parent in the classroom will be sought at the discretion of the class/subject teacher.

ii. Parent Volunteers: The school reserves the right to ask/deny parents to volunteer their services to the Learning Lab.

iii. Children with special needs can avail of certain concessions during examinations on the production of a formal psycho educational assessment report, (signed by a clinical psychologist). It is the responsibility of the parent to follow up on the same with the Inclusive education committee, so that all documents for these concessions are submitted, well in advance, to the examination board to apply for the required concessions.

iv. Gifted children can be offered an acceleration program to help them stay focused so as to facilitate cognitive development appropriately.

## 12. Staff Development

i. **Mainstream Teaching:** Regular sessions with mainstream teachers for inputs related to relevant academic methodologies to be adapted.

ii. Induction Program: All new teachers, both in the primary and senior schools will undergo an induction program organized by the Special Educator.

The following will be covered in this program: Explanation of various disabilities in the school

- Identifying gifted children and abilities
- Classroom accommodations that can be used in class.
- How to detect student with a learning difficulty.
- Cases which come under Inclusive education and Counselling.
- Inclusive education integration through direct interaction in the classroom

- What is a modified Curriculum
- Role of the special Educator in the classroom
- Special Considerations allowed by the Boards. •

iii. Provide strategies to teachers to facilitate a better learning environment :

Training on updated methodologies in inclusive education will be provided to the staff. Also keep teachers abreast with new pedagogical practices by providing the related general

iv. Other Subjects: Teachers will attend workshops related to the mainstream subjects when available.

### 13. Modified Curriculum/ Integration Policy:

A student will be considered for the Modified Curriculum when –

The student is unable to comprehend age appropriate information taught in class.

- The student disrupts the class and displays a lack of attention consistently.
- The student shows signs of poor organizational and self-management skills along with
- below average academic achievement. The student has learning gaps due to inconsistent schooling.
- OR The student is a high achiever and is above class level expectations.
- The student demonstrates consistency in achieving academic excellence.

Modification of the curriculum will start after assessments by the respective subject teacher and Inclusive Educators.

Procedures to be followed in such cases are as mentioned below:

#### LETTER TO PARENTS:

A letter will be given to the parents at the time of modifying the curriculum. The Head of School will sign this letter.

ii. PEDAGOGICAL APPROACH: A structured teaching approach will be adopted in the mainstream with respect to academic curricula.

iii. INDIVIDUAL EDUCATIONAL PLAN (IEP): For all students in the Inclusive education, separate individual educational program (IEP) will be made by the team as mentioned above.

iv. FEEDBACK: Regular meetings will be scheduled between the subject teachers and the special educator to review the progress of the student integrated in the mainstream. This will be done on a

quarterly basis, either through a Parent Teacher Conference [PTC] or through the School Information System.

v. **RESOURCE HELP**: The school is committed to provide the resource help needed to assist the students in the mainstream. All students under the Inclusive education will be provided the Least Restrictive

## Environment

Children with special needs often require an Inclusive environment to be able to flourish. They need love and care not only from their teachers but peers, too. Acceptance from their fellow classmates and teachers boosts the confidence in them and enable them to adjust well.

Seating arrangements can be made according to the needs of special children, limitation of wall art so that the students with ADHD can focus better.

**Least Restrictive Environment**: Refers to the minimum amount of accommodations needed for the student to perform to their potential.

**Modified Curriculum**: This is when the prescribed grade curriculum is reduced or accelerated by a specified percentage for better assimilation of subject matter taught.

## Laws Supporting Inclusive Education in India (Amendments & Acts)

Keeping these aspects in mind, every country has formulated laws that make Inclusive Education a significant part of the national conscious and government policy-making. Let us have a look at some of the important laws that keep the spirit of Inclusion alive in India.

### The Integrated Education of Disabled Children (IEDC) 1974

The act was put in action with the view to provide children with special needs with financial assistance for books, transportation, school uniforms, special equipment and aid.

### The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992)

The policy stresses on integrating the special children in the same learning space with other groups.

The objective of the NPE is "to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence."

The 1992 Programme of Action (POA), broadens the 1986 definition of who should be included in mainstream schooling, that “a child with a disability who can be educated in the general school should not be in the special school.”

#### Persons with Disabilities Act (Equal Opportunities, Protection of rights and Full Participation) 1995

It states that students with disabilities have the right to access education in a “free and appropriate environment” until they are 18 years of age, “promoting integration into normal schools.”

#### National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

The government of India collaborated with the UN and the World Bank to make People with Disabilities Act a reality. It was formulated and passed in order to provide economic rehabilitation for people with disabilities.

#### The Right to Education Bill

The right to education bill was passed by making the 86th amendments to the Constitution and inserting article 21-A. It provides free and compulsory education to all children in the age group of six to fourteen years.

#### Rights of Persons with Disabilities Act (2016)

The act came as a replacement for the Persons with Disabilities Act 1995. The obligations of the United Nations Convention on the Rights of Persons with Disabilities are fulfilled by this act.

Apart from these laws, our Indian constitution also provides space for inclusion through a number of enshrined articles. The founding fathers of the nation understood how the exclusion of certain sections of our society from the mainstream has cost the nation dearly. Below are the two **Articles of Constitution** that were passed to give strength to inclusion.

Article 29(2) of the Constitution provides that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on the ground of religion, race, caste or language.

Article 45 of the Constitution directs the State to provide free and compulsory education for all children (including the disabled) until they attain the age of 14 years. No child can be

denied admission into any educational institution maintained by the State or receiving aid out of State funds on the ground of religion, race, caste or language.

### **Health Issue That Comes Under The Rights of Persons With Disabilities Act (2016)**

Now that we know of the laws that consolidate major disabilities, let's learn in details about the disabilities covered under the Rights of Persons with Disabilities Act (2016).

Blindness: The complete inability to see anything including light is defined as Blindness.

Low-vision: A significant visual issue that can be corrected with glasses, contact lenses or through surgery is termed as low vision.

Locomotor Disability: The disability that prohibits a person's proper physical movement is classified as a locomotor disability.

Intellectual Disability: Formerly known as mental retardation, this disability is identified by a low level of cognition ability for performing the necessary activities in daily life.

Multiple Sclerosis: This disease affects the brain and the spinal cord causing disability.

Acid Attack: When a person suffers disfigurement due to an acid attack, then he/she is classified as a victim of acid attack.

Specific Learning Disabilities: Specific learning disabilities disrupts a student's ability to read, write or perform mathematical calculations efficiently.

Speech and Language Disability: Speech and language disorder refers to the inability to communicate efficiently.

Thalassemia: Thalassemia is a genetic blood disorder in which the body fails to make a normal and adequate amount of haemoglobin.

Leprosy-cured persons: A person cured of leprosy might face disabilities such as physical activity limitations, stigma and discrimination.

Dwarfism: Stunted growth in height because of the genetics or other medical condition is known as Dwarfism.

Hearing Impairment: It refers to the partial or total loss of hearing that can affect daily life functions.

Autism Spectrum Disorder: This disorder affects the way that a person may interact and communicate with others.

Cerebral Palsy: Cerebral palsy is the condition that restricts the proper movement and coordination of muscles.

Muscular Dystrophy: The group of diseases that causes ever-increasing weakness and muscle loss are classified under Muscular Dystrophy.

Chronic Neurological Conditions: Chronic neurological conditions include a wide range of conditions that affect the nervous system.

Mental Illness: Mental illness refers to a group of issues that can adversely affect your mood, cognitive ability and behaviour.

Parkinson's Disease: Parkinson's disease affects the nervous system gradually and causes the slowing of physical movement.

Haemophilia: Hemophilia reduces the ability of the blood to clot and causes severe bleeding even when the injury is small.

Sickle Cell Disease: It's a group of haemoglobin-related disorders. Particularly, Hemoglobin S which can deform RBCs and turn them into a sickle-like shape.

Deaf-Blindness: Deafblindness is a combination of hearing and visual impairment that reduces one's communication ability significantly.

Chairman

Sanskriti Public School , Karera

Principal

Sanskriti Public School , Karera