

DBIS Access and Inclusion Policy 2020-2021

The Goals of Inclusive Arrangements Policy

According to IB publication, Learning diversity in International Baccalaureate Programmes, (2011),

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”¹

The goals of the Inclusive Arrangements Policy are to:

1. Ensure that the learning barriers of our students are identified, assessed, and provided for.
2. Ensure that once identified, the students are treated in a way so that their privacy is respected, while their self-esteem is supported and developed.
3. Encourage and foster a positive partnership with the parents.
4. Clarify the expectations of all stakeholders and identify their roles and responsibilities.
5. Assist the students in accessing all the elements of the school curriculum.

The DBIS Learning Support Department is actively involved in the implementation of the access arrangements and inclusion policy.

The Learning Support Department provides specialized direct intervention sessions, indirect interventions and/or differentiation support for students identified through the screening as requiring intensive learning support in the areas of reading, writing, math and pre-requisite learning skills . It aims to work in close co-operation with home room teachers, subject teachers, external therapists and parents.

¹ Learning Diversity and inclusion in IB programmes,2016

Who are the students supported by the Learning Support Department?

- **Students identified with Specific Learning Disorder (SLD)**
- **Students identified as at-risk of SLD**
- **Students identified as having Attention Deficit Disorder/ Attention Deficit Hyperactive Disorder (ADD/ ADHD).**
- **Students identified with Autism Spectrum Disorder.**
- **Students with Sensory Processing Disorders.**
- **Students with Hearing Impairment.**
- **Students with Global Developmental Delays.**
- **Students with Speech, Language and Communication Disorders.**
- **Students with other neurodevelopmental disorders**
- **Students who need support to learn English as an Additional Language (EAL)**

How does the Learning Support Department identify the students requiring learning support?

- I. **Process at the Early Years level (2019 onward)** - The referrals at the Early Years level are based on teachers' consistent observations about the students in their class.

Step 1:

A referral form is filled in by the Home Room Teachers recording their observations.

Step 2:

A case manager from the Learning Support Department is assigned to conduct a book study. The book study comprises about 10 classroom observations in different settings and collection of student work samples.

Step 3:

The interpretations and conclusions are discussed with the Home Room Teachers and the EY Coordinator and the concern areas of the student are discussed keeping the PYPC in the loop.

Step 4:

The conclusions are shared with the parents and concerns if any listed by the parents are noted. Further guidance is provided to the parents in terms of any reference for external therapies such as speech therapy, occupational therapy or consultation with developmental paediatricians, audiologists, etc. to help identify developmental delays, if any.

II. **Process at the Early Years level (2021 onward)**

The Home Room Teachers and Specialists are oriented to the Early Years Skills Mapping tool by the Learning Support Department. The Early Years Skills Mapping tool has been implemented on a Pilot scale focussing on a few important skills to monitor the development of the students in the developmental domains of Gross Motor skills, Fine Motor skills, Receptive Language skills, Expressive Language skills and Cognitive skills.

Step 1:

The Home Room Teachers and the Specialists record the development of these skills as and when these are incorporated by them during curriculum delivery.

Step 2:

The Home Room Teachers and Specialists evaluate each student in their class based on the proficiency of the skill developed by each student as observed by the Home Room Teachers and Specialists.

Step 3:

The data shared by the Home Room Teachers and Specialists is analysed by the Learning Support Department to identify specific students where a lag has been observed in one or more developmental domains.

Step 4:

The interpretations and conclusions are discussed with the Home Room Teachers and the EY Coordinator and the concern areas of the student are discussed. The conclusions are then shared with the parents and concerns if any listed by the parents are noted. Further guidance is provided to the parents in terms of any reference for external therapies such as speech therapy, occupational therapy or consultation with developmental paediatricians, audiologists, etc. to help identify developmental delays, if any.

- III. **Process at grade 1 to grade 5:** The Learning Support Department has implemented the Early Intervention and Screening Program in 2019 onward. The program consists of whole class screening of students from Grade 1 - Grade 5. The purpose of the whole class screening is to understand the development of reading and math levels of all the students and to identify all the students who require intensive support to develop these skills at the grade appropriate level. The analysis of the screening data thus obtained helps in identification of specific areas to provide appropriate intervention.

The screening has a two prong approach using two standardised tools:

1. D.A.L.I (Dyslexia Assessment for Languages of India) ()

2. Acadience ()

Step 1:

The Home Room Teachers and the Language Teachers of PYP are oriented to DALI and requested to fill in their observations for each student in their class.

Step 2:

The data obtained from the Home Room Teachers is analysed by the Learning Support Department.

Step 3:

The Grade appropriate Benchmark Assessment using the Acadience Benchmarks is conducted by the Learning Support Department for each class as per the standardised protocol mentioned in Acadience.

Step 4:

The data is scored and analysed by the Learning Support Department and documented. The analysis of the data provides information about all the students requiring both strategic and intensive support in the following areas of reading and math:

1. Reading accuracy
2. Reading speed
3. Reading retell
4. Silent reading comprehension
5. Math Computation
6. Math concept and application

Step 5:

The data obtained from Acadience analysis and DALI analysis is collated to identify students with intensive support requirements in the areas of reading, writing and math.

Step 6:

The data is shared with the Home Room Teachers and the PYP Coordinator to arrive at a consensus for sharing the data with the parents.

Step 7:

The concern areas identified through data analysis are shared with the parents individually and their feedback is obtained.

Step 8:

If the parents agree with the observations and concerns shared, learning support is offered to the student followed by filling in the **remedial intake form and the consent form** duly signed by the parent/s , the remedial education coordinator and the Principal.

If the parents do not agree with the observations and concerns shared, or decide to support the student on their own, **an undertaking form** duly signed by the parent/s is taken stating the reason for refusal

of the learning support offered to the student.

Step 9:

IV. Process at the DP level:

Step 1: Identification:

- Students with assessment access requirements may be identified by:
- A Teacher who observes the learning difficulty of the student
- A Parent who asks for support
- A student who himself/herself asks for support
- Formal assessment/psychoeducational evaluation report at the time of admission

Step 2- Referral and recommendation

- The teacher informs Coordinator and Learning Support Department
- Teacher Observation form is filled in by the Teacher to record their observation.
- Based on the Teachers observation, the Learning Support Department conducts a book study consisting of students' work samples, previous academic records and classroom observations.
- The book study is discussed with the Coordinator, Principal and the Teachers to arrive at a consensus for suggestion for Psychoeducational evaluation.
- Parents are oriented to the purpose and process of Psychoeducational Evaluation and their consent sought.
- Recommendation for Psychoeducational evaluation

How does the Learning Support Department provide the learning support to the students?

I. Process at the Early Years level:

- Parent indirect home support sessions
- Shadow Teacher guidance sessions
- Support for differentiation of work for Home Room Teachers
- Suggestion and guidance for external therapists

- Coordination with the external therapists

II. Process at the PYP level:

- Direct small group or one-one intervention remedial sessions
- Classroom observations
- Differentiation
- Progress monitoring
- Wean off / change of support / discontinue support
- HRT Collabs
- Transition and orientation
- Periodic Parent meetings

III. Process at the DP level:

- Inform Parent, Teacher/s and the Coordinator of the Plan of action
- Provide differentiation strategies for in classroom support
- Conduct study skills sessions to equip the student with effective learning strategies
- Orient the student to the access arrangements applicable to him/her
- Understand the access arrangement needs for the student based on the recommendations made in the psychoeducational evaluation report and approved by IB
- Effective implementation of the access arrangements during all assessments. as follows:

Inclusive Access arrangements

Support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment.

Inclusive assessment arrangements are the changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

The specific pre-exam arrangements, made on the behalf of a candidate with particular needs for IBDP are enlisted below:

IBDP curriculum, has two groups of Access arrangements

- Assessment arrangements not requiring authorization
- Assessment arrangements requiring authorization

Assessment arrangements not requiring authorization

The Learning Support Department and the DP Coordinator will refer, the guidelines prescribed by IB before permitting the assessment arrangement not requiring authorization.

At the discretion of the Coordinator and the Principal, the following arrangements are permitted in examinations without prior authorization from the IB Global Centre, Cardiff.

They are listed as follows:

- Separate Seating arrangements
- Arrangement of a coloured overlay, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses
- Rest breaks
- Noise buffers such as headsets, earplugs etc.

Assessment arrangements requiring authorization

All-inclusive assessment arrangements those listed in this section must have prior authorization from the IB Assessment Centre. Inclusive assessment arrangements approved for a candidate will automatically apply for all examination sessions for which they are registered. It is not necessary to submit a second request.

All requests for inclusive assessment arrangements would be submitted by the IBDP Coordinator six months prior to an examination session. That is, November 15th for candidates registering for the May examinations session and by May 15th for candidates registering for the November examinations session.

However, if a candidate's requirements change after the initial request, the IB must be notified using the Access and inclusion email link under Contact us on IBIS

- Access to modified papers
- Access to additional time
- Access to writing
- Access to reading
- Access to speech and communication
- Access to calculators and practical assistance
- Access to extensions and exemptions

IBDP Supporting Documentation

To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application "Request of inclusive assessment arrangements".

- The first document is a psychological/psycho-educational/medical report by medical, health, educational or psychological professionals with appropriate qualifications and/or professional license.
- The second is educational evidence from the school.

For EAL learners, the report of the language test will serve as psychological evidence.

The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification

All psychological/psycho-educational/medical reports must:

- Be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English,

The form D2 would be used to inform IB in case the Candidate(s) is/ are affected by sudden adverse circumstances.

How does the Learning Support Department record the progress of the student and maintain records?

- Records of benchmark screening data
- Remedial Intake and Parent Consent form including detailed Case History
- Parent meeting record forms
- Individual Student Record file including all the above records and records of external therapy, psychoeducational evaluation reports, etc.
- Attendance and submissions record
- Individual Lesson Plans with Evaluation rubric
- Consultation Reports
- Conducting and tracking Progress monitoring data
- External therapy follow up reports
- Minutes of parent meetings, external therapist's meetings, HRT collaboration meetings.
- Student Master file

Role of the Counseling Department:

Who are the students supported by the Counselling Department?

Any student from KG to grade 12 who is observed to have or has a history of the below-mentioned concerns is supported through counselling.

- Behavioural, emotional and class settling in issues

- Psychological disorders e.g. anxiety
- Academic stress
- Students facing challenges of social / organisational / time management skills
- Cases of abuse e.g. Bullying, emotional disturbance
- Addictions e.g. screen/gaming
- Psycho-somatic concerns
- Traumatic experiences
- Difficult family environment

How does the Counselling Department identify the students requiring counseling support?

- Class observations
- Feedback from teachers
- Sessions (for KG to grade 5) through:
 - Play therapy /Roleplay /puzzles etc.
 - storytelling/picture talks/sentence completion
- Parent's Case history
- History of developmental delays
- Formal assessment reports
- Informal assessments

How does the Counselling Department provide support to the students?

- Individual sessions
- Group sessions
- Parent sessions
- SEL (Social Emotional Learning) sessions for students
- PBL (Play Based Learning) sessions for students
- Information sessions for teachers and parents
- Vocational guidance
- Mentorship programmes-Buddy programme/peer counselling
- Resources in the form of ted talks, articles, books/Apps/Awareness programmes
- External Referral for evaluation whenever required by:
 - Clinical psychologist (for Psychoeducational, Personality disorder)
 - Counselling psychologist
 - Physician (Paediatricians, Paediatric Neurologists, ENT/Ophthalmologist)
 - Occupational therapist
 - Speech therapist
 - Career counsellor
- Suggestions for shadow teacher
- Workshops for parents, teachers and students by external experts and therapists.

How does the Counselling Department record the progress of the student and maintain records?

- Records – Case history and consent, Referral record, Individualised Counseling Plan), Progress record, Individual session records, Group session records, parent session record, records of students common between Learning Support and Counselling department, Assessment reports, Prescriptions from specialists.
- All the records of repeated follow-up and feedback are maintained in specific files.
- The records are maintained daily/weekly and monthly depending on the plan.
- Common records with needed information about the sessions are shared with the management and coordinators. Individual grade records are shared with the HRTs. These records are shared on a monthly basis.
- All the records maintained by the Counselling department remain confidential unless there is a threat to the life of any stakeholder or is needed for therapeutic purposes.
- The records shared for any purpose will be with the consent of the concerned stakeholder.

The Staff at DBIS acknowledges that:

1. All students are capable and unique.
2. The students have different learning needs and abilities.
3. The students gain knowledge and skills at different rates through different means.
4. The students are lifelong learners.
5. DBIS enrolls learners with learning difficulties or physical challenges. However, to best support our students, it is critical that honest assessment of special learning needs and our ability to adequately support these needs is determined prior to student acceptance.

Responsibilities

The School shall

- Raise staff awareness of the needs of the students identified with learning support requirements.
- Provide training for staff and faculty to successfully support the students with assessment access requirements and implement differentiated instruction.
- Provide resources for the implementation of the Inclusive Arrangements Policy.

The Teachers shall

- Participate in required training when it is available.
- Identify struggling learners and refer the student to the Learning Support Department and the Counselor.
- Provide differentiated instruction.
- Maintain discretion and confidentiality in providing learning support services.

The Learning Support Department shall

Be responsible for the day-to-day implementation of the learning support and assessment access requirements:

- To conduct assessments to identify a child's learning needs and share the finding with coordinator, parents and teachers.
- To plan, develop and evaluate IEP (Individualised Education Plan) to meet identified learning needs.
- To provide advice to staff and parents to support the implementation of the learning goals.
- To recommend parents to look for services outside the school community (in case needed).
- To monitor shadow teachers where applicable.

- To maintain all documents regarding student's identification, assessment and provision. Only the Principal, the Section Coordinator, and the Learning Support Department can access student's files.

The PYP Coordinator shall

- Acknowledge the referrals made by the Homeroom teachers
- Monitor differentiated plans designed for the Learning support students
- Collaborate with teachers in planning and execution of plans for students with learning needs
- Attend parent meetings as needed along with the Learning support and/or counseling dept
- Regularly follow up with the Learning support dept and Counseling department to monitor the progress of the students
- Ensure transition meeting by both the Counseling and Learning support department with the HRT's and Specialists are conducted before the start of each academic year
- Facilitate and mediate access arrangements. e.g. alternate learning support needs such as a device for reading and writing, shadow teacher needs.

The IBDP Coordinator shall

- Apply to IB for students' accommodations in different assessment types and circumstances.
- Work collaboratively with the teachers to support students with learning barriers.
- At enrolment, advise parents of the IBDP requirements to ensure appropriate placement.

The Parents shall

- Play an active role in their child's education.
- Communicate to the school the information and documentation regarding their child's learning barriers.
- Communicate to the school the information regarding any changes in these needs.
- Make a request to external specialists in a proactive manner (in case recommended).

- Follow up on recommendations as suggested by the Learning Support Department.
- Provide documentation needed for IBDP accommodation requests.

The Student shall

- Express their feelings and their needs regarding their education.
- Participate in discussions concerning them.
- Indicate their choices.
- Ask for information and support when they require them.
- Take an active role in using the methods recommended to them.

Meeting Needs within the Classroom:

The coordinator meets with the student, parents, and teachers to discuss the necessary accommodations. The teachers work with the student and parents concerning how the student's needs will be met in their individual classrooms and to decide on the best routes of communication for monitoring the student's progress. Teachers are expected to inform the coordinator if problems or concerns arise.

Learning in the PYP may be differentiated in the following ways:

- Worksheets appropriate to the ability and achievement level e.g. Math and English engagements and activity sheets focusing on the subject content with an approach suited to the needs of the student
- Scaffolding - Personalised reader (HRT or the Specialist), books assigned as per differentiated reading levels, Verbal instructions, Bi-lingual instructions, Voice recorded instructions
- Providing Visual aids in the form of videos, manipulatives, multiplication table chart, hundred/thousand chart, anchor chart for reluctant/struggling readers
- Producing work in oral, written work supported with illustrations, voice recording format

--Extended work submission time

-Challenging tasks, additional deeper Inquiry research is encouraged for students of higher achievement and/or independent learners.

Note

Inclusive Arrangements Policy will be reviewed every two years by the Leadership team along with the Learning Support Department and the Counseling Department to reflect the students' and the school's needs along with an updated report of the school resources.

IN RELATION TO OTHER POLICIES

Assessment Policy

In the PYP ongoing and Formative assessments will guide the teachers, students and parents on the areas to work on. The DP assessment policy is linked with DP Inclusive Arrangements Policy as it mentions the access arrangement provisions for students with learning or physical barriers and the documentation required to that effect. For further information kindly refer [Assessment Policy](#).

Admission Policy

DBIS, enrolls learners with learning difficulties or physical challenges. However, to best support our students, it is critical that honest assessment of special learning needs and our ability to adequately support these needs is determined prior to student acceptance. For early years an informal interaction to gain perspective of the students' dispositions is undertaken for those having attained 3.5 years of age. For enrollments from grade 1 upwards a personal interaction in addition to a diagnostic in the 3 R's of education (reading, writing and arithmetic) is undertaken when a learner seeks admission to DBIS. Let it be clearly understood that this assessment does not result in a refusal to admission. For further information kindly refer [Admission policy](#).

Language Policy

English is the language of instruction for all students across all grades. Instruction in the Hindi and Marathi class in Grade 1 and Hindi and Spanish class in grades 3, 4 and 5 is in the respective language supported by Bi-Lingual instructions where necessary. English is also used in all internal and external communication, collaborative work and planning. Hindi is used wherever needed. e.g. newsletters, student feedback/instructions in order to cater to those with differentiated language needs. For further information on the use of languages refer to the [Language Policy](#).

Policy Committee: 2021 – 2022

Principal – Ms. Meena Saldanha

IBDP Coordinator – Ms. Aarti Malik

PYP Coordinator - Ms. Gladys Gonsalves

HOD Learning Support Department – Ms. Vaibhavi Bhagwat

HOD Counseling Department – Ms. Bindu Chaddha

Policy approved by Principal Ms. Meena Saldanha

Next review date is August 2023

References

Candidates with assessment access requirements, IBO, 2017.

Learning Diversity and inclusion in IB programmes, 2016

Meeting student learning diversity in the classroom, IBO, 2013.

Diploma Programme Assessment procedures (2018)

IBDP Handbook

Appendix

Using this policy for learning and teaching. The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements, this policy must be used in conjunction with teacher observations to plan the necessary access arrangements for the student.

This IB policy is based on the principle of optimal support, which means that the access arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires. The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements must also be continuously monitored to ensure that they remain the optimal support for that student.

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes

Use of human assistance	Authorization required?
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No

Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	Yes

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

Use of human assistance	Authorization required?
Care assistant	No
Prompter	No
Communicator	No