



SHAMBHU DAYAL GLOBAL
SCHOOL

MYP Inclusion Policy

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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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SDGS MYP MISSION STATEMENT

To build inquisitive learning with decisions that develop integrity, responsibility and enhance skills with honesty in knowledgeable and caring young people who connects with each other globally and respect others culture.

IB Learner Profile

As IB learners we strive to be:

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

SDGS, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

IB standards were kept in mind while drafting the policy

- ▶ The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- ▶ The school implements and reviews an inclusion policy that meets IB guidelines.

Definition: According to the SDGS code of practice

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provisions to be made for him or her.” A child has a learning difficulty if he or she:

- 1) Has significantly greater difficulty in learning than the majority of children of the same age;
 - 2) Has a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools.
- A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.

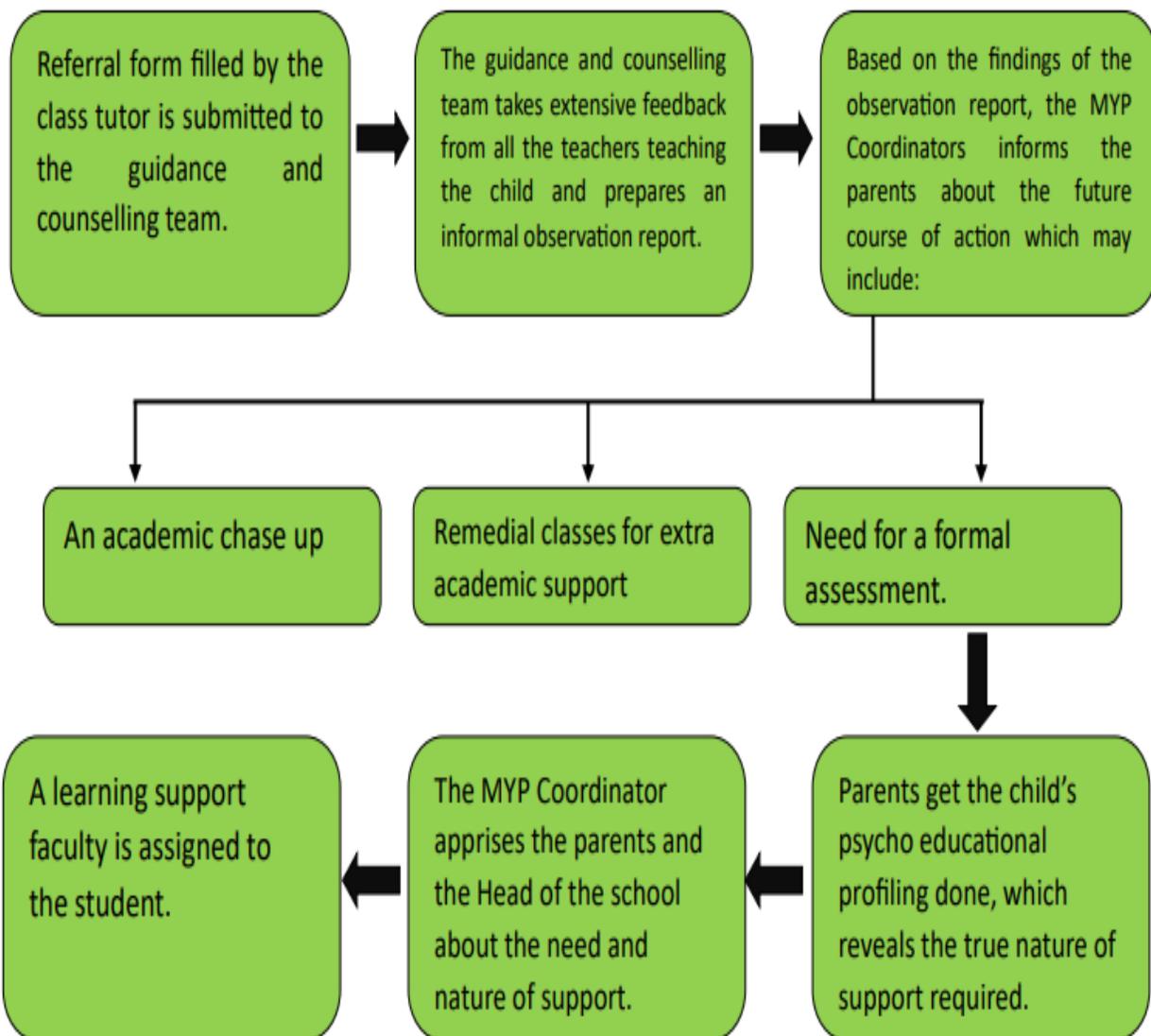
SDGS inclusive values can be reflected through the following:

- Effective for whole-school policy (both the programmers: PYP, MYP) and parental involvement;
- Provision of intensive early intervention and providing appropriate resources, for e.g., writing software, laptop, hearing aid to students in great need of support;
- Consistent enhancement of classroom-based learning and effectively dealing with learning difficulties at all levels within the school;
- Support to students experiencing low achievement and/or learning difficulties through a team approach which involves the students themselves, their teachers, parents and relevant support personnel;
- Draw up and implement whole-school action plan to support students with low achievement in literacy
- Establish effective home-school partnerships, including the development of support strategies for parents;
- Develop and implement individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the student.

Identifying a child at risk as quickly as possible and take early action to meet these needs;

- Planning strategically to improve accessibility of the school's premises (ramps and lifts for physically challenged students) and curriculum for all students;
- Monitoring progress and reviewing goals regularly.

MYP Counselling and Learning Support Referral Process





SHAMBHU DAYAL GLOBAL SCHOOL

STUDENT REFERRAL FORM

DATE:		STUDENT NAME:
GRADE:		
LANGUAGES: -	<input type="checkbox"/> NO	<input type="checkbox"/> YES (PLEASE SPECIFY)
HISTORY OF SUPPORT SERVICES:		
HOMEROOM TEACHER:		

Assess	What is the focus of this referral?
	What barriers to learning or particular strengths are you observing?
	Relevant background information (Eg: family history, etc....)
	Assessment Date: (Please add in CAT4 GL etc here)
	Have you discussed the above with the parents: <input type="checkbox"/> YES NO <input type="checkbox"/>
	What data has been gathered to support this referral?
	What has been done to support the students in these areas:? (Challenge, collaboration, enrichment, evaluation etc...)
	What information have you gathered from parents/ caregivers?
	Documentation of parent communication

Plan	Students strength:
	Students need:
	Strategies:

Candidates with Assessment Access Requirement

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances for the MYP students. This policy applies to candidates with long-term or permanent challenges.

Candidates who require inclusive assessment arrangements may have Learning Support requirements due to one or more of the following reasons:

- Autism spectrum / Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

Inclusive assessment arrangements requiring authorization:

1. Access to additional time
2. Access to speech recognition software
3. Access to a reading
4. Access to a practical assistant
5. Access to optional font and/or text/background color
6. Access to speech and hearing
7. Access to reasonable adjustments (for the portfolio summative assessment tasks or personal project)

Roles and responsibilities :

Form Tutor and Co Teacher:

- Discusses concerns about students in their class with Learning Support team if they have concerns about a student's academic performance, behaviour, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks;
- Records concerns and keeps a log of observations and steps they have taken to help the student;
- Differentiates teaching to meet the needs of all students in his/her class;
- Builds on the strengths of each child, enhancing the student's self-esteem;
- Creates an environment where all students are accepted for their differences;
- Plans and collaborates with the Learning Support teacher on a regular basis;
- Shares lesson plans in advance with the Learning Support teacher to facilitate in-class support sessions;
- Maintains frequent and positive communication with parents by sharing information pertaining to the regular programme and extra support provided.

Learning Support Teacher:

- Promotes a school-wide understanding of learning differences;
- Coordinates and plans Learning Support with the classroom/subject teacher on a regular basis;
- Plans lessons for pull-out support sessions and assigns homework if necessary;
- Provides support to students receiving Learning Support during in-class sessions, classroom/subject teacher planning for guidance;
- Provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support;
- Coordinates the development of the IEP with the classroom/subject teacher and the Principal;
- Maintains frequent and positive communication with parents by sharing information pertaining to Learning Support;
- Keeps Learning Support records current and filed as appropriate;
- Participates in on-going professional learning and maintain a personal portfolio of professional development activities relevant to Learning Support;

- Suggests possible resources or strategies that could be used in support of the child, both in class and at home;
- Contacts outside agencies for informal advice and further information if needed.

The School:

- Responsible for updating Inclusion policies and procedures;
- Supports the team during parent teacher meetings, when necessary;
- Communicates the Learning Support procedure to staff;
- Promotes the use of the IEP as one of the primary means of tracking student progress in the Learning Support Programme.

The Parent:

- Provide the form tutor and the Learning Support teacher with any relevant information, including details about the child's health, early development and behavior at home;
- Sign and return copies of any home-school liaison arrangements;
- Offer support and encouragement to the child;
- Supervise the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meeting;
- Attend all the review meetings;
- Ensure their child has adequate sleep and rest and is fully equipped and punctual for school;
- Provide the school with their views on the child's progress and the support given.

References:

- Individuals With Disabilities Act <http://idea.ed.gov/>
- IB resource material
- Bloomfield school policy

Written by : Counselors and MYP coordinators and Head of School on 30.3.22

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