NES International School Mumbai

- IB Continuum World School

SCHOOL CODE: 003810

Access and Inclusion Policy

NURTURE

TRANSFORM

EMPOWER

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 develops challenging programmes of international education and rigorous assessment.

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

School Mission Statement

NES International School Mumbai, provides a holistic educational programme for students to become knowledgeable, open-minded, caring inquirers with intercultural perspective, instilling in them a strong urge to become lifelong learners, peace ambassadors and tomorrow's leaders in local as well as global context.

School Philosophy

NES International School Mumbai (NESISM) follows the NES motto-Nurture, Transform and Empower - with the conviction that every individual is unique with specific potential and learning ability that can and should be tapped. Thus, the driving philosophy at NESISM is that with proper nurturing and care, every child can grow up to be a responsible global citizen with a positive attitude towards personal growth as well as well-being of all life on the planet.

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ACCESS AND INCLUSION POLICY

At NESISM, students come from diverse backgrounds, with varying abilities, interests, and cultural backgrounds. We are dedicated to meeting the unique needs of each student, fostering their academic, social, and emotional growth to ensure they reach their fullest potential.

Quality teaching is that which is differentiated to meet the needs of the majority of students. Some students' needs might be additional to and different from what is provided for the majority of students.

This policy is to support the practice of access and inclusion in the school to enable all students to participate fully in learning, teaching and assessment (formative and summative) by reducing and removing barriers using appropriate and well-planned access arrangements. This policy follows the whole-school approach to inclusion, where all educators are involved in access and inclusion along with the learning support team.

IB Learner Profile Attributes

Caring

NESISM is dedicated to fostering a nurturing and inclusive learning environment, where all individuals are valued and respected, irrespective of their differences.

Open-minded

We welcome diverse perspectives and adapt teaching methodologies to accommodate various learning styles. We are receptive to feedback and consistently seek to enhance inclusivity and equity within the educational framework.

Connection to IB standards and practices

Purpose (0101):

The school community fosters internationally-minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201):

The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202)

The school provides relevant human, natural, built, and virtual resources to implement its IB programme(s). (0202-01)

The school identifies and provides appropriate learning support. (0202-02)

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes (0202-05).

Teacher support (0203):

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation (0301)

The school secures access to an IB education to the broadest possible range of students. (0301-01)

The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

The school implements, communicates, and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Coherent curriculum (0401)

Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching (0403):

Teachers remove barriers to learning to enable every student to develop, pursue, and achieve challenging personal learning goals. (0403-05)

Approaches to assessment (0404):

The school administrates assessments consistently, fairly, inclusively, and transparently. (0404-03)

NESISM Access and Inclusion Philosophy

The school supports the policy of IB that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes. The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Support and/or access are required to enable some candidates, who have the aptitude to meet the curriculum and assessment requirements, to reach their full potential in learning and assessment.

The school supports the IB policy, which is intended to cover the entire range of diversity of IB students. It addresses the provision of support where required due to issues and challenges. These may be related (but not restricted) to difficulties due to barriers of language, ability, emotional and mental wellness, economic deprivation, gender and sexual identity, ethnicity, medical issues, impairments and/or other long-term challenges.

The inclusive philosophy also aims to:

- Ensure access to appropriate education and opportunities for every student. Provide and equip skill training, strategies, and support tailored for mainstream education.
- Remove barriers to learning, teaching, and assessment. Incorporate perspectives of all stakeholders in delivering inclusive educational services.
- Foster an affirmative and responsive environment that promotes belonging, safety and self-worth, nurturing all-round development for every student.
- Cultivate inclusive communities that value diverse learning approaches.
- Ensure that success is achievable and celebrated as a fundamental aspect of learning for all students.

It is essential that all students feel safe, secure and cared for in the school environment. Through mutual respect, collaboration, support and problem solving, we aim to create an environment that is friendly and welcoming to all individuals.

This policy does not cover the practice of inclusive education in its entirety. It only covers creating a pedagogical culture of inclusion and removing or reducing barriers during learning and teaching and IB assessments through the provision of access arrangements.

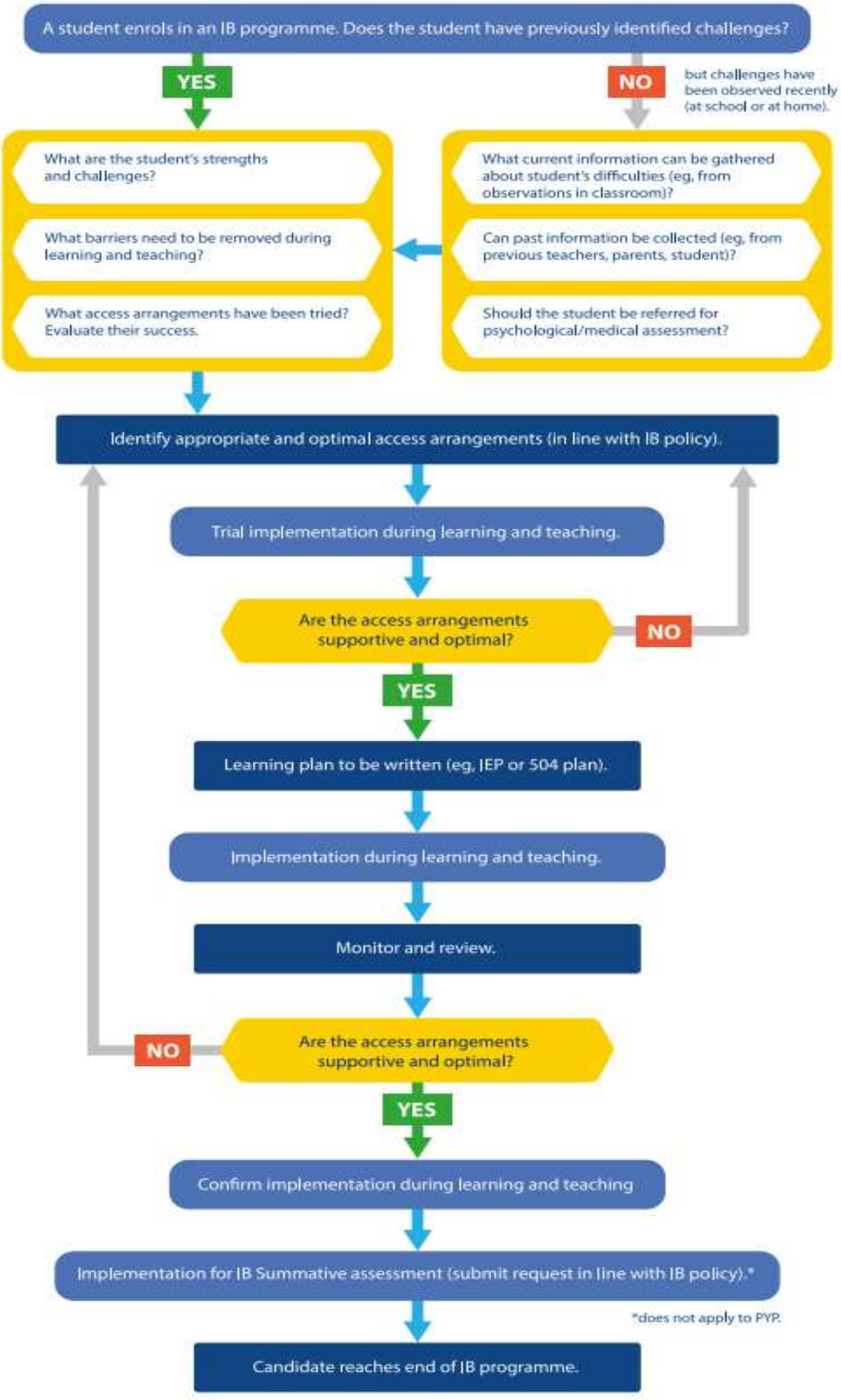
This policy does not cover adverse circumstances. These include family bereavement, civil unrest or a natural disaster that could affect a student either during the preparation of work for assessment or during examinations. Medical conditions that occur within the three-month period before the examinations are also considered adverse circumstances.

At **NESISM** the **Learning Support team** offers both remedial and counselling services to the needs of the entire school. The team comprises School Counsellors, Access Inclusion (AI) Educator and English as an Additional Language (EAL) Educator. The team works in collaboration with the teachers, parents, coordinators, HOS and all the stakeholders.
The counsellors play a vital role in nurturing students' overall development and academic progress. They provide valuable guidance during pivotal moments in students' lives, addressing emotional, academic, and behavioural issues. Working closely with referrals from teachers, parents, or through classroom observations, counsellors strategize personalized approaches to meet students' specific needs. Ultimately, counsellors empower students to recognize and achieve their fullest potential.
The AI Educator prioritizes addressing students' academic learning requirements. This educational support aims to seamlessly integrate students into regular classroom instruction through an inclusive model. Additionally, it involves developing Individualized Education Plans (IEPs) tailored to each student's specific academic needs.

The EAL Educator collaborates with Homeroom Teachers, School Counselors, and the AI Educator to assist children in acquiring English language proficiency and effective learning strategies, enabling them to overcome language barriers successfully.

The decision pathway for inclusive access arrangements

Inclusive access arrangements: Decision pathway



Aim

The NESISM Access and Inclusion Policy aims at improving the quality of education, additional to, or otherwise different from, the educational provision made generally for children of their age in school.

This policy ensures that strategies for curriculum planning and assessment for students with special educational needs take account of the type and extent of the difficulty experienced by the student. We use collaborative teaching approaches to enhance the motivation to learn from multiple perspectives, which leads to positive outcomes for all students.

This policy is integral to guiding teachers across all IB programmes in implementing inclusive teaching, learning, and assessment practices throughout the students' educational paths.

Understanding Inclusion

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.

Learner Variability

Learner variability is a term that embraces all students and does not exclude them on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience. Within this understanding it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student’s potential or appropriate teaching strategies.

Learning Diversity

In all IB programmes, teaching is designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

IB Principles of an Inclusive Education

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. Learning diversity is valued as a rich resource for building inclusive communities. Their full potential is unlocked through connecting with and building on previous knowledge.

- All learners belong and experience equal opportunities to participate and engage in quality learning.
- All students in the school 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 develop the IB learner profile attributes.
- All students experience success as a key component of learning.

The IB's Principles of Teaching for Learning Diversity

The four principles of good practice in the IB learning cycle

Figure 1
Visual representation of the four principles of good practice in an IB SEN learning cycle

1. *Affirming identity and building self-esteem*

At the core of all learning is the affirmation of student identity to promote self-esteem. Students with a positive identity are more able to take the risks necessary for successful learning. An affirmative model of identity ensures that all students are visible and valued. It is a model where all learners recognise that it is possible to make a difference in their own lives and society.

Valuing prior knowledge

New learning and understanding are constructed on previous experiences and conceptual understanding in a developmental continuum. When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge must be taken into consideration.

Therefore, we will:

- meaningfully assess existing knowledge, strengths and interests
- recognize that there may be gaps or overlaps in learning
- work with students to construct individual learning profiles to inform teaching and learning.
- explicitly activate learners' prior understanding to promote new learning
- take into account prior learning when designing, differentiating and planning for new learning.

2. *Scaffolding*

Scaffolding is a dynamic practice in the learning process. Scaffolding should foster learners' increasing independence in taking responsibilities for developing strategies for their own learning.

Extending learning

Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences.

Extending learning for all					
IB approaches to teaching and learning	**Teaching to learner variability**	**Creating optimal learning environments**	**Assessment**	**Collaboration**	**Technology**

Purpose

In accordance with the IB, it is NESISM's intent and purpose:

- To establish and sustain an inclusive educational environment for all learners, aligned with IB standards.
- To ensure learning support is tailored to meet the diverse needs and profiles of students.
- To advocate for the Access and Inclusion Policy among all NESISM stakeholders
- To clearly communicate available support options and accommodations to students
- To promote effective learning through differentiation and scaffolding approaches

The inclusive philosophy also aims to:

- Provide access and appropriate education and opportunity to every student
- Equip students with appropriate skill training strategies and support for mainstream education
- To remove barriers to learning and participation
- Incorporate views of all stakeholders in offering inclusive educational services.
- Create an affirmative and responsive environment that promotes a sense of belonging, safety, self-worth and all-round development for every student.
- To build inclusive communities by valuing learning diversity
- Ensure success as a key component of learning for all students. It is essential that all students feel safe, secure and cared for in the school environment.

Through mutual respect, collaboration, support and problem-solving, NESISM aims to create an environment that is friendly and welcoming to all individuals.
At NESISM, the Learning Support Team offers both remedial and counselling services to the needs of the entire school. The team comprises primarily of a special educator and school counsellor. The team works on the premises during school hours. The special educator focuses more on the student's academic needs in learning. This educational support is designed to make sure that the inclusion model is in a position such that these students get adjusted to the regular classroom instruction. Whereas, the counsellor is there to offer advice to students at crucial turning points in their lives along with addressing emotional and behavioural concerns.

Responsibilities of the School

NESISM, guided by its Access and Inclusion Policy, upholds the following rights and responsibilities:

- Uphold academic standards while ensuring inclusivity.
- Consider requests for reasonable accommodations and academic adjustments from students.
- Deny requests for accommodations or adjustments when deemed necessary academically.
- Make informed decisions on mainstreaming students or retaining them in the learning support department based on careful considerations.

Responsibilities of the Students

- Adhere to the school's academic, technological, and institutional standards.
- Promptly identify oneself as an individual with a disability when requesting accommodations from the relevant service provider.
- Furnish documentation from a qualified source that outlines the disability, functional limitations, and the necessity for specific accommodations.
- Seek alternative testing and accommodations as necessary in consultation with the Learning Support Team.

Access and Inclusion & Admission Policy and Practices

Children with disabilities will be evaluated for admission based on the criteria outlined in the School's Policy, ensuring equal consideration alongside other applicants. Factors such as the child's suitability for mainstream education and the availability of resources and facilities to meet their needs will be taken into account during the evaluation process.

Nature of Learning Difficulties:

1. **Mild Difficulty:**
   - Learning challenges primarily affect one or more academic domains, such as language or mathematics, often falling below the average range compared to their peers.
   - These difficulties can coexist with attention deficits or behavioral concerns, although they remain within a manageable range relative to standardized scores.
   - Students may require specific interventions or accommodations to support their learning in these areas.
2. **Moderate Difficulty:**
   - Learning difficulties are more pervasive across multiple academic domains, including both language and mathematics.
   - Challenges are more pronounced and consistently fall within a lower average range when compared to peers.
   - Students may also exhibit co-morbid conditions such as attention deficits or behavioral issues, requiring comprehensive support strategies to address their educational needs effectively.

   In implementing an inclusive admission policy, NESISM aims to provide a supportive environment where students with mild to moderate learning difficulties, along with associated attention deficits or behavioral concerns, can receive tailored educational support to foster their academic and personal growth.

Support Categories for Inclusion

a) Cognition and Learning (for example dyslexia and dyscalculia), Social Mental and emotional health and Sensory and/ or physical (for example hearing impaired)

b) A cognitive disadvantage which affects the ability of such students to learn at the same rate as the majority of their peers.

c) A specific learning difficulty which may or may not be linked to a cognitive disability.

d) A behavioural impairment affecting their ability to concentrate and therefore learn effectively.

e) A sensory impairment

f) A physical disability.

g) An emotional deprivation which can affect their ability to learn.

h) Students who speak English as their second language (ESL) (Students who speak English as a foreign language or students who speak a different language at school to the one they speak at home, but in addition have a learning difficulty as well

i) A combination of any of the needs listed above. (Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught

j) Admission Policy for Learning Support Students.

k) The admission policy of NESISM considers the following students for admissions:

Services offered for difficulties

The Admission Policy of NESISM considers students with mild to moderate learning

difficulties.

- Children who come with documentation of their learning difficulties are interviewed by the Learning Support Team to ensure that the student can fit into the school environment.

DIFFICULTIES	RANGE
Pervasive Developmental Disorder (PDD) Ex. Autism Disorder, Asperger's' Syndrome	Severity should be Mild-Moderate (Shadow teacher if severe) with at least average IQ
Attention Deficit/Hyperactivity Disorder (ADHD)*	Severity should be average (Shadow teacher if severe) with at least average IQ
Cerebral Palsy	Severity should be Mild-Moderate (Shadow teacher if severe) with at least average IQ
Deafness/Hearing Loss	IQ should be average
Down Syndrome	Severity should be Mild-Moderate (Shadow teacher if severe) with at least average IQ
Epilepsy	IQ should be average
Specific Learning Disabilities (Eg: Reading, Writing and Math Disabilities)	Admission to all with remedial teacher
Mental Retardation	Severity should be Mild-Moderate
Slow Learner	Admission to all with remedial teacher
Speech and Language Impairments	IQ should be average
Visual Impairments	IQ should be average
Weak in Reading, writing, spoken, expressive languages and math due to demographic reasons, first-generation learner	Admission to all with remedial help
Weak in studies because of change in board, medium or first-generation learners	Admission to all with remedial help

Table 1 - *Diagnosis/Certification for the disability would be required at time of admission.

Procedure at NESISM

Identification of students with special needs:

A collaborative effort on the part of the Coordinators, homeroom teachers and parents along with the Learning Support Team helps aid and initiate the identification process better. Children who come with documentation of their learning difficulties are interviewed by the Learning Support personnel and the coordinators to ensure that the student can fit into the environment. Students can also be referred by the teachers or parents. Any deviations from their chronological age must be noted and referred to the learning support team.

The deviations are as under:

Grades	Deviation
Primary Division (Grade 1 to 6)	>1-1.5 years
Middle Division (Grade 7 to 10)	>1.5-2 years
Upper Division (Grade 11-12)	> 2.5 years

Table 2

NESISM is committed to provide inclusive, holistic and quality education to all the candidates, including those with disabilities. We admit students with dyslexia and dyscalculia (mild to moderate) under special provision. SPECIAL ACADEMIC PROVISIONS are PROVIDED BY THE SCHOOL (ONLY ON PROPER DOCUMENTATION) as per the School's Access and Inclusion Policy. For further information, refer NESISM Admission Policy.

Integration Goals:

- **Positive Conducive Environment**: Building a classroom culture based on empathy, nurturance, and trust is crucial. Ensure that these values are consistently reinforced through daily interactions and activities. Consider incorporating regular check-ins or reflection sessions to gauge how students feel about the environment.
- **Raising Awareness via Workshops**: Workshops on topics like diversity, empathy, and positive communication are excellent ways to foster a more inclusive atmosphere. To enhance their impact, involve students in planning and organizing these workshops to promote ownership and deeper engagement.

- **Setting Goals**: Individualized goal-setting is effective for students with diverse needs. Ensure these goals are specific, measurable, achievable, relevant, and time-bound (SMART). Regularly review and adjust goals based on progress and changing needs.
- **Peer Collaboration**: The buddy system is a powerful tool for fostering acceptance and support among peers. Provide training or guidance for peer buddies to ensure they understand their role and feel equipped to provide meaningful assistance.
- **Teacher Collaboration**: Maintaining clear communication and collaboration among teachers is essential for implementing effective inclusive practices. Consider regular meetings or shared documentation platforms to facilitate this collaboration.
- **Varying Approaches**: Differentiation in process, product, and content is key to accommodating diverse learning needs. Provide teachers with professional development opportunities focused on differentiation strategies to enhance their effectiveness.
- **Mental Health Curriculum**: Weekly classes focusing on mental health are commendable. We consider incorporating student feedback to tailor topics to their current concerns and interests. We provide resources or support for students who may need additional assistance outside of these sessions.

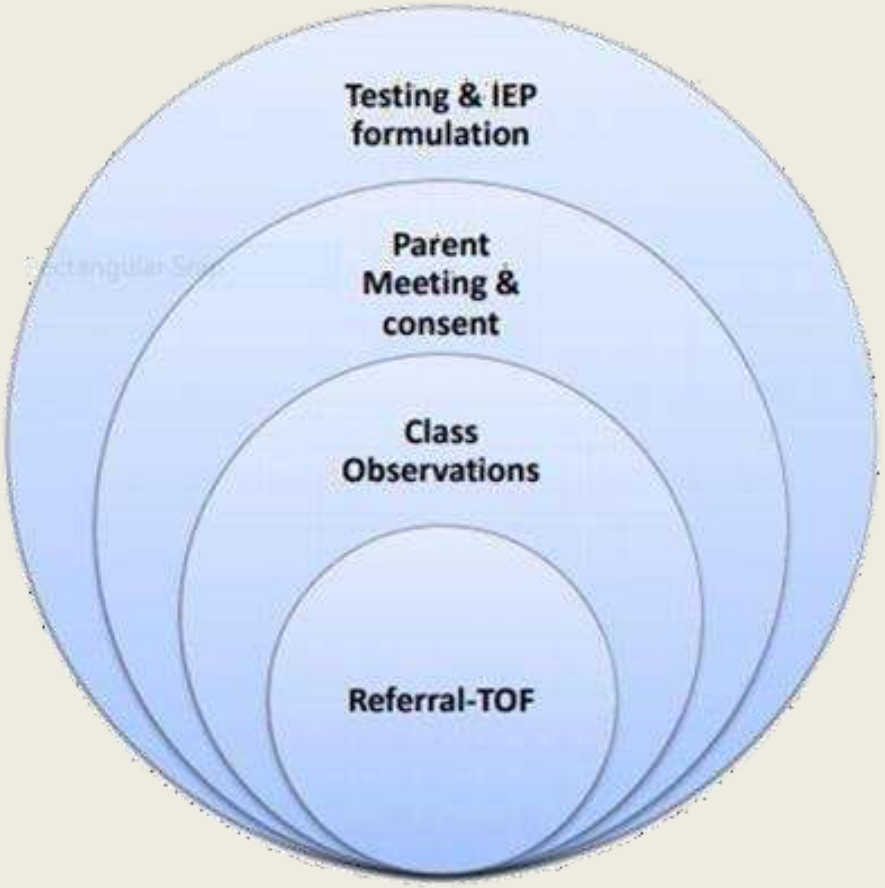
Referrals

- In school, students will be identified through referrals by teachers, parents, Coordinators and HOS.
- Previous documented history and other reliable sources.
- The Learning Support Department conducts general classroom observations to identify any student at risk.
- The Homeroom teacher consults the Learning Support Department for concerns about the student.
- Teacher Referral Form is submitted to the department, with their inputs.
- The Learning Support Department will observe the child or may conduct informal assessments checklists, if required.

- The Learning Support Department then decides if the child should be a part of the programme and receive additional support.
- The team, along with the coordinator, contacts the parents for a meeting to discuss the outcome of the screening and the next steps for the student.
- This is documented in a Parent Conference Record Form.
- An informed consent form is then taken with the parents' consent.
- If the student is still having difficulty in spite of the interventions at the school & classroom level, they may be recommended to seek specialist support outside.
- A review of the IEP is done twice a year or as needed.

- Exit from the program – If the concerns of the student are met at the end of the year, the student could exit the program after a feedback review has been done with all the stakeholders.

Process Followed Before One-One Session Begins



Assessment

Assessment in inclusive education serves several purposes, including screening, placement, program evaluation, and tracking student progress. It is a multifaceted process where testing is just one component.

The goals of assessment include:

- Determining the most effective instructional approaches.
- Diagnosing and addressing individual student needs.
- Using informal tests to gauge current performance levels.

This approach ensures that educators can tailor their instruction and support strategies to meet the diverse needs of all students effectively.

Formulation of IEP

The assessment outcomes guide the Learning Support personnel in crafting Individualised Education Plans (IEPs) for students identified within the program. These IEPs aim to:

- Customize educational programs to meet individual student needs.
- Periodically assess and adjust the effectiveness of the tailored approach.
- Provide resources such as manipulatives, software, visual aids, and computer activities to enhance student learning.

This process ensures ongoing support and adaptation to optimize each student's educational experience and progress.

Individualized Education Plan (IEP)

The IEP document will encompass the following components:

- A statement detailing the child's current levels of educational performance, emphasizing how the child's disability or exceptionality impacts their participation and progress in the general curriculum.
- Measurable goals and objectives designed to track the child's progress.
- Program modifications or support provided for school personnel working with the child.
- Supplementary aids or assistive equipment to be provided by the school, including provisions for home if necessary.
- Tailoring the IEP to meet the child's individual needs to foster a conducive learning environment.

Intervention Process

The Learning Support Team will deliver services through various methods:

- Collaborating with Homeroom teachers to implement curriculum accommodations specified in the IEP.
- Providing classroom support through the AI Educator where required.

The intervention process focuses on promoting the student's independence and enhancing their academic, social, and vocational skills. Instruction will encompass readiness, cognitive, academic, and study skills to support holistic development.

Communication
Communication with the parents and teachers is an integral part of the system which is maintained throughout the year with relevant facilities of the school.

IEP Meetings - The IEP Meetings are held with the parents of students with learning needs. It discusses the educational plan of the child for the semester and reviews the progress of the previous semester.

Evaluation - Evaluation is conducted once a year to affirm the effectiveness of the Learning Support Program.

***Evaluation will be conducted in the following areas*:**

- Reviewing files to make sure that necessary documents are filed.
- Ensuring that IEP's adequately meet the needs of the students and the interventions documented are effective in the students' learning process.

For constructive criticism, Learning Support Team will evaluate to see if the IEP goals are implemented in their teaching.

Shadow Teacher - Students with moderate concerns may require personal assistance, over and above what can be offered by the Homeroom teacher and the Learning Support Team. If deemed necessary the same could be arranged by the parent.

Mainstreaming
The mainstreaming of the students is based on the following factors:

- academic performance
- feedback from teachers
- Parents' Consent

  Thereafter, the decision is made with the consent of the parents.

Confidentiality

NESISM upholds strict confidentiality regarding student information and learning support status. Key principles include:

- All information concerning candidates is treated as confidential.
- Communication regarding student learning support status is restricted to the Head of School, Coordinator, and the Learning Support Team.
- Data retained by the school on any student is kept confidential.
- Information and advice concerning students are shared with educators only after consultation with the parent/guardian, ensuring the student's best interests are prioritized.

These measures ensure that privacy and confidentiality are maintained while supporting effective communication for student welfare and academic progress.A consolidated Summary of the Learning Support Program Procedure followed at NESISM is as follows:

Stage	Procedure	People Involved	Document Required	Time Frame
1	(a)Home room teacher has an academic or behaviour concern about a student. The teacher fills out the Teacher Observation Form (b)Alternatingly the learning support team could identify students at risk during classroom observations.	Home room teacher Learning Support team	Teacher Observation Form Teacher observation form & classroom observation form	Can be filled any time
2	The learning Support and wellness team reviews the concerns, observes the child, shares the concerns with the Head of school and based on the concerns decides whether the student needs a brief intervention or needs to be in the program.	Learning and wellness Support team & the Head of school	Classroom Observation Form Principal Meeting record form SOS Case list or CHF	1 month from the referral stage
3	If the child is a part of the Learning Support Program, the parents are met and details about the concerns are discussed. The parent's approval is taken to begin interventions at the school and class level. Checklists are used to concretize the concerns and psychometric	Learning Support team	Parent Consent Form & Parent Meeting Record Form CHF , Checklists Psychoeducational	1 month from the referral stage
	assessment reports are requested.		Testing reports	
4	The Support Action Plan is prepared. Academic Informal Assessments are conducted Individualised Education Plans {IEP} are prepared based on their base levels in the assessments and the interventions are shared	Learning and wellness support teacher	SOS case list form Academic Informal Assessment scores IEP , Parent Meeting record Form	1.5 month from the referral stage
	with all the stakeholders {parents & teachers}.			

5	The interventions with the students begin as per the IEP. Their responses are recorded.	Learning and wellness Support Teacher	Monthly Session Plans { MSP	Monthly
6	If the student is still having difficulty in spite of the interventions at the school & classroom level, they may be recommended to seek specialist support outside.	Head of School , Learning and wellness Support team Specialist Support team , Parents	Parent meeting record form , Therapy reports	Could be case specific or 1 ½ month after the IEP has been initiated.
7	The Learning and wellness Support team will review the students' performance once a month with the coordinator & home room teacher.	Learning and wellness support team	Coordinator / principal meeting record form	Monthly
8	The review with the parents will be done once in 3 months.	Learning and wellness Support team	Parent meeting record form – feedback forms	Once in 3 months
9	A review of the IEP is done twice a year or as needed	Learning and wellness		Annually or as needed
10	Exit from the program – If the concerns of the student are met at the end of the year, the student could exit the program after a feedback review has been done with all the stakeholders.	Learning and wellness Support team , head of school, coordinator, & parents	Exit form	Annually

Table 3

Accommodations & Modification for Students with Learning Difficulties at NESISM

In order to participate successfully in the general education program, accommodations and modifications are provided for students with documented learning disabilities. Accommodations allow a student to complete the same assignment or test as other students but with a change in the timing, formatting, setting, scheduling, response or presentation. The accommodation should not alter in a significant way what the assignment in the test measures.

On the other hand, a modification is used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. We do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them. At a fundamental level, we address fairness and equal access to learning and teaching, and in addition, ensure validity and meaningfulness of assessment.

The Learning Support Team aims to meet the academic standards with the necessary accommodations and modifications as per the requirements of the individual student needs as mentioned in their Individualized Educational Plan.

Table 4:

Classroom Accommodations	**Inclusive Assessment Arrangement for in School Summative Assessment**
• Apt seating arrangement in class • Handouts and notes • Encouragement and praise • Work to be completed in stages • Rubrics to help focus on assigned tasks • Demonstrating examples of good work • Immediate feedback • Group work • Choice of writing tool • Extended time for assignments and assessments • Accommodation for spelling, spacing and presentation errors.	• Testing in the separate and special venue • Additional Time during exams- 25% to 50% • Reader - Scribe - a candidate who requires access to writing may be supported by a scribe to produce written responses of the student according to the recommendations from the IB • Modified strategies for assessments • Accommodation for spelling, spacing and presentation errors • Modify the level of work i.e. oral assessments, reduced length of assessments.

Social Networks

Parental Involvement	Local School Network	Inclusion – Library
• Parents are communicated about the process of the department and consent form is signed. • Parents/Guardians attend IEP meetings with the counsellor/AI Educator to discuss the Educational Plan devised for their child. • Parents are highly encouraged to share their observations, opinions and work with the staff in the Learning Support Department to maximize their child's learning.	• To promote awareness of academic problems/ exceptionalities in a school setting the local schools will be encouraged to keep in contact with the Inclusion Department of Singapore International School / Podar International School / Jamnabai Narsee School for further professional development in this field.	• The library in the Inclusion Department will be open to all the teachers and the administrators for access to current trends in the field of special education. • Learning Support Department works with enthusiasm and commitment and in collaboration with the other Homeroom teachers to generate creative and diverse solutions to the needs of students with exceptionalities by caring for them and providing assistance to students to be better equipped to deal with problems on an ongoing basis by prescribing a path of action.

IB Inclusive Assessment Arrangements.

The inclusive assessment arrangements will be as for grade MYP and IBDP as per IB Candidates with assessment access requirements, which articulates the following:

a) The guidelines

- Responsibilities of the school
- Applications for inclusive assessment arrangements
- Supporting documentation
  - Two forms of supporting documentation are required when submitting a request for access
  - arrangements for IB authorization.
  - An official report.
  - This includes:
  - a psychological/medical report
  - evidence from a language test for additional language learners.
  - Educational evidence from the school.
  - Access arrangements are based on a student's current access requirements. The supporting evidence must therefore justify that access arrangements are necessary for the current assessment.
  - All psychological/medical reports must be undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/or physical challenges.
  - The language test for additional language learners will be conducted no earlier than one year before an IB assessment and the report must be dated accordingly.
  - Psychological/medical reports- A psychological/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.
  - 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. It is not permitted for a relative of the student to write or be involved in the writing of the report.
  - A full psychological test report testing all areas is not required. The IB only requires scores in the areas

    -that have been observed or identified as challenging for the student

    -Language test reports
  - All language test reports for additional language learners must state the standardized language test used.

b) Inclusive assessment arrangements:

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

The registered psychiatrist's psychometric reports of the student must be submitted to the counsellor who would then send it to the IB which in turn would notify the nature of accommodation/modification if needed, for the MYP E-Assessment and DP Examinations. However, in the school assessments/examinations, the school may follow recommendations given in the registered psychiatrist's psychometric report of the student.

PROCESS OF REVIEW

The Inclusion Policy is reviewed every two years by the Learning Support Team and finalised by the SPLT after circulating the reviewed document with the staff body. However, it can be reviewed in the wake of an unforeseen development, if the need arises. The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy. Any new procedures, measures or technical requirements are introduced/ included.

Before submitting appropriate documentation to the IB, the school must obtain consent from the student if they are of the age of consent in their country, or from the student's parents/legal guardians.

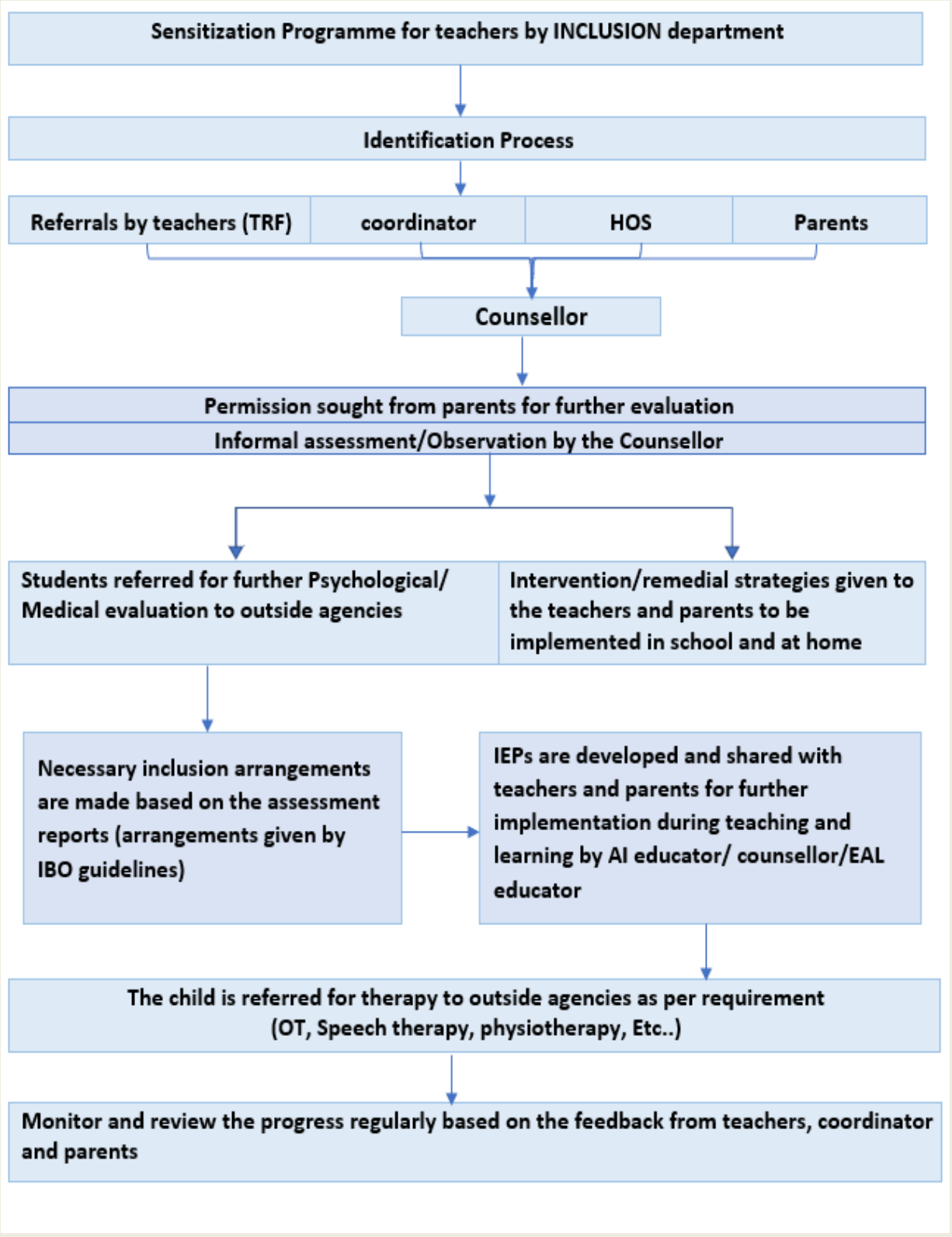
The school must also inform all individuals (who give consent for a school to submit documents to the IB) that if a student transfers to another school for their examinations, the online application request for inclusive access arrangements (along with the supporting documents including authorization, if applicable) will be visible to the coordinator of the new school.

Further, the school must also inform students and parents/legal guardians that if they wish to withdraw the request for inclusive access arrangements before a transfer, the school must be informed of this at the time of transfer. Then, the coordinator of the current school and the coordinator of the new school must inform the IB in writing.

References

- Candidates with assessment access requirements, August 2017
- IBO Access and Inclusion Policy November 2023
- Learning diversity and inclusion in IB programmes
- IB guidelines for differentiation learning strategies: University of Kansas
- https://blogs.ibo.org/blog/2019/09/23/how-do-we-decide-on-the-most-appropriate- Inclusive-access-arrangements-for-our-students-using-a-thinking-and-planning- framework-to-provide-optimal-support/
- Podar ORT International School
- Jayshree Periwal International School

The Learning Support Programme



The LSP team comprises qualified Counsellor, AI Educator and EAL Educator who work in collaboration with the teachers/ coordinators/ parents/HOS.

The IEPs are executed by the LSD

Academics	EAL	Behaviour
Based on the learner's performance, strategies are provided to address challenges effectively, aiming to optimize outcomes and promote enhanced learning. ➢ In-class support ➢ Small group instruction ➢ Individualized instruction ➢ Math support ➢ Study and organizational skills ➢ The students may receive both push-in/ pull-out support depending on individual needs ➢ Break learning tasks into small steps ➢ Form small groups ➢ Create classroom centres ➢ thematic instructions etc.	Students are admitted into the program based on recommendations and their proficiency in language. Eg: ➢ Literacy support (reading and writing) ➢ Basic sight words flash cards, ➢ Use phonemic games ➢ Tapping, clapping technique sound ➢ Identification of patterns ➢ Use of mnemonic devices etc.	The school counselor conducts therapy sessions with the child and/or parents based on behavioral issues observed at both school and home. Eg: ➢ ADHD ➢ Aggression ➢ Low Attention span ➢ Eating disorders ➢ Social skills ➢ Emotion management ➢ Peer relationship ➢ Separation anxiety ➢ Anxiety disorders ➢ Learning disabilities ➢ Autism

Teacher Referral Form

Please complete one form per student referral. Each student will be seen as soon as possible and in order of seriousness/urgency. Thank you for your cooperation.

Date of referral: _____

Student name: _____

Grade: ____

Referred by: ___

Reasons for referral:

NES International School Mumbai - IB Continuum World School

CONFIDENTIAL SCHOOL COUNSELOR REFERRAL FORM

Student's Name: _____ Grade: _____

Parent/ Guardian Name: _____

Referred by: Teacher_____ Parent _____ Self _____ Other _____

DOB: _____ Name of HRT _____

Reason(s) for referral-Problems/concerns related to: (please check all that apply)

[ ] Drastic change in Behaviour	[ ] Nervous/Anxious	[ ] Stealing
[ ] Worries	[ ] Aggression / Anger	[ ] Destruction of property
[ ] Day Dreams/ Fantasizes	[ ] Perfectionist	[ ] Acting out
[ ] Fears	[ ] Fighting	[ ] Peer Relationship
[ ] Sadness	[ ] Lying	[ ] Social Skills
[ ] Always tried	[ ] Bullying	[ ] Personal Hygiene
[ ] Lacks Motivation	[ ] Disrespectful	[ ] Family Concerns
[ ] Inattentive	[ ] Hurts Self	[ ] Academics
[ ] Withdrawn	[ ] Impulsive	[ ] Absenteeism
[ ] Cries easily for age	[ ] HyperActive	[ ] Disorganized
[ ] Low Self-Image / Lacks Confidence	[ ] Easily Distracted	[ ] Assignments/Homework

Description of the problem:

_____

_____

_____

_____

_____

_____

_____

_____

Date of Referral _____

Parent/Guardian Consent for Individual and Group Counselling Services

This is to inform you that your child,_from grade _____, has been referred to the School Counsellor by____for concerns related to:

Academic:____Behaviour:___Personal:_____Other: _____

School Counsellor will conduct counselling sessions in the school during school hours or if needed after school hours, which will be conducted with prior permission.

Confidentiality

Information revealed between the student and the counsellor during the counselling sessions will be kept confidential. The parent, teacher and the authorities will be involved if the need be arised in the process of counselling for the wellbeing of the student.

Consent:

I,_____, have read and understand the contents of this informed consent. I give my child permission to participate in the proposed counselling activities.

Parent/Guardian Signature: _

Date: _____

Contact number of the parent: _____

NES International School Mumbai - IB Continuum World School

Parent Intake form for students referred for Counseling

Student's Name: _____ Grade: _____

Date of Birth: _____ M/F _____ Referred by: _____

Parent/Guardian Name: Father: _____ Mother: _____

Address: _____

Phone Number: Father: _____ Mother: _____

Occupation: Father: _____ Mother: _____

Siblings: Y/N: _____ No: _____ Age of siblings: _____ Date: _____

Reasons for referral:

_____

_____

_____

Birth History: Normal C-section IVF Forcep Vacuum cup

_____

_____

Birth Milestones: Normal Delayed

_____

_____

Medical History if any:

_____

_____

Family Type: Joint Family Nuclear Single parent Other

Family History:

_____

_____

Assessment/Intervention done earlier: (Attach copies of intervention, if any)

_____

_____

Counselor's Signature Parent's Signature

Signature

Parent's

NES International School Mumbai
- IB Continuum World School

Parent Conference Sheet

Name of the student:_____ Grade: ___

Parent/Guardian Name: _____

Met with: _____

Issues Discussed:

Action Decided:

Parent/Guardian Signature:_____ Date: _____

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Confidential record of counseling/observation sessions

Name of the student: _____ Grade : _____

Session/Observation: Date:_____

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Session/Observation: Date:_____

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Session/Observation: Date:_____

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Session/Observation: Date:_____

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_____

Counselor's signature: _____

NES International School Mumbai - IB Continuum World School

Individual Educational Plan

Name of the student :

Date of birth : Age : Sex:

Grade :

Date of referral :

Diagnosis:

Areas of concern

Language	Math	Behaviour(ADHD, / Social / Emotional or any other concerns)
Reading skills: Comprehension skills: Writing skills:		

Strengths-

Areas of improvement -

Intended outcome of the IEP-

Short term goals	Long term goals

Support strategies & Classroom Accommodations

Goals achieved-

Learning Support Facilitator

_____