

## **19. INCLUSION POLICY**

### **Purpose :**

All children including children with special educational needs have a right to an education, which is appropriate to their needs. The aims of education for children with special educational needs are the same as apply to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, co- operate with other people, and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives-spiritual, moral, cognitive, emotional, imaginative, aesthetic, social, and physical.

### **Educating SEN Children in Regular Class Room**

The idea of providing education to exceptional children(SEN children) along with the normal children in the normal regular set up of the class rooms and school conditions (with a little adaptations and additions) is certainly inspired and governed through the philosophy of integration or inclusion.

- It helps in providing least restrictive learning and social functioning environment for the education and adjustment of the SEN children
- It may serve a wide huge population of the different groups of SEN children at a time in the regular schools
- It may help them in learning the social ways and means and getting education in the ways as received normally by the non-disabled peer groups.

### **Categories of sen children**

#### **1. Special educational need children having some challenge**

Types of children in this category are:

- Intellectual disability
- Specific learning disability
- Emotional and behavioral disorder
- Autism spectrum disorder
- Speech and language disorder
- Physical and health related disorders
- Visual impairment
- Hearing Impairment
- Multiple disabilities

## **2. Underachievers**

Educationally backward or underachievers do not seem to differ much from the normal or average children in terms of their physical appearance, social and emotional behavior etc. their differences are only related and generated on account of their backwardness in terms of rate of learning and educational performance.

## **3. Gifted and Talented Students**

Gifted and talented students are those students with outstanding abilities. These students are capable of high performance when compared to others of similar age.

Their potential requires differentiated and challenging educational programs or services beyond those provided in the general school program.

G&T students are classifying into six categories based on their area of achievements:

1. Intellectual ability
2. Subject specific aptitude
3. Social maturity and leadership
4. Mechanical/technical or technological ingenuity
5. Psychomotor ability
6. Visual and performing arts

## **Provisions for sen children**

### **Individual Education Plan (IEP)**

IEP aims to assist SEN children having some challenges. It may be physically, mentally, socially or emotionally. It consist of the following components

- General information of child
- Areas of strength
- Areas of need
- Annual goals
- Short-term objectives
- Resources and strategies to achieve the objectives
- Classroom accommodation
- Strategies at home for ensuring parental involvement
- Evaluation.

The class teachers through referral forms refer students. The class teacher (through either direct observation or information given by parents) mainly does the identification of SEN. Informal assessment is done for students in SEN category (children having challenges) by SENCO/Counselors in the resource room. Relevant information is collected during the informal assessment from class teachers and parents regarding physical, educational, social, emotional, and behavioral characteristics of each child.

Identified cases have been sending for a formal psychological assessment. A licensed clinical psychologist instructs those students who show significant learning difficulties or having any developmental milestone delay for a formal assessment. After getting formal assessment report, IEP is prepared. SENCOs/ counselors along with class teacher finalize the IEP goals. The IEP is preparing by SENCO team and class teacher, explained to the subject teachers and given to all the by the class teachers.

### **Parental involvement of IEP students**

As part of IEP program, parents instructed to give additional support and practice to the child related to the goals or objectives selected in the IEP. It has written in the IEP as “strategies at home, “Class teacher, SENCOs and Counselors maintain contacts with parents through phone calls, open house meeting, and individual counseling. It mainly aims the repeated practice for gaining fluency in particular skills such as writing, reading or number skills.

SENCO/counselors observe classroom behavior and accommodations. Review of the IEP implementation has done with class teachers on weekly basis. Child is getting resource room assistance to improve educational, social, and psychological skills. As a part of IEP, program child receives:

### **Exam accommodation**

- Separate sitting
- Readout questions
- Differentiated question paper
- Enlarged font question paper
- Time relaxation

### **Classroom/school accommodation includes**

- Preferential seating
- Simplified work sheets
- Simplified instruction
- Peer buddy arrangement
- Barrier free environment
- Assistance of Ayah and clinic

The class teacher SENCO/ counselors evaluate IEP based on assessment report, activities given, classroom involvement, and parent's feedback.

### **Individual Learning Plan (ILP)**

It is a collaborative effort to improve the overall performance of an underachiever. The class teachers suggested students based on their baseline assessment, periodic assessment, class performance in various subjects, previous year records and making use of referral forms refer these students. Individual learning Plan (ILP) is preparing by subject wise for each underachiever on termly basis. There is an evaluation at the end of each assessment. A team of HOS, Supervisors, Class teachers,

subject teachers, and SENCO/counselor, session in charges are coordinated. The class teacher and subject teacher finalize whether to continue ILP for the next term based on periodic assessment report.

Direct meeting, telephonic conversation, open house meetings, and orientation meetings also ensure parental Involvement. Individual counseling is providing for the students who need psychological support. The SEN team is doing review of ILP. Periodic training and orientation has given to teachers by SEN team.

### **Advanced Learning Plan (ALP)**

Advanced Learning Plan (ALP) aims to identify and support students who demonstrate high-performance capability or the potential for high performance within one or more areas. The goal of the Advanced Learning Plan is to provide challenging goals and programs for identified students in order that they may achieve the students' full academic, intellectual, and creative potential. The class teachers identify students with exceptional level of performance by referral forms, previous year's performance of the student, activities and participation in the class and school and out of school participation.

The SENCO/counselor collects the information from the identified students regarding their interests, skill, activities, and future goals. Information regarding behavioral traits and affective consideration are collected from the parents through phone calls; direct meetings. SENCO/counselor motivates the parents to give extra support and training to the students.

The ALP consists of the following components:

- General Information
- Area of achievement

- Area of interest
- Behavioral traits/affective consideration
- Parental Involvement
- Goal
- Task and assignments
- Evaluation and recommendation.

### **Teachers' orientation**

As a part of effective implementation of special SEN, services required the complete participation and support from the teachers. To ensure this support, teachers need to be aware about the concept of SEN, categories needs, intervention strategies, various individual plans, and evaluation procedures. Various orientation programs are organized and conducted section wise by SENCO/counselors.

### **Students' orientation**

Counselors work with students to help them to succeed in school and prepare for meaningful, productive living. It aims to encourage student's academic, social/emotional, and career awareness at each stage of their growth and development. To achieve this objective counselors among students provide individual counseling, group counseling, awareness classes, and career guidance classes. Mainly class teachers and parents refer students for counseling. Students' also approach- counseling services by themselves. Psychosocial assessment is taken making use of the information from parents and teachers. Appropriate interventions are provided and timely follow up and evaluation is done with students, parents, and teachers.

Orientation programs are done based on student's age and particular needs in small as well as large groups. The main topics discussed are:

- Health and Hygiene
- Life skills
- Puberty: changes and challenges
- Adolescence: Challenges and Management of Adolescent issues.
- Impact of social media among students
- Stress Management among students

### **Parents' orientation**

Orientation programs are organized and conducted among parents based on the topic related to child's physical, social, education, emotional growth, development, and challenges.