

Mount Abu Public School

INCLUSION POLICY

INCLUSION AND WHAT IT MEANS

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers to learning. Inclusion is an organizational paradigm that involves change with the goal of providing all students with “a meaningful and respectful learning experience that engenders in them self-confidence and a sense of belonging to a larger community” (Next Frontier Inclusion, 2011, p.7).

It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. As an International Baccalaureate candidate school, Mount Abu Public School recognizes that inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community (Learning diversity and inclusion in IB programmes, (2016).

An inclusive learning environment is friendly, welcoming and protective for all students. Inclusion is the International Baccalaureate (IB) Learner Profile in action.

OUR INCLUSION PHILOSOPHY

At Mount Abu Public School, we believe that promoting inclusivity and valuing diversity is essential for making all individuals contribute to common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students

Being an IBPYP candidate school we employ the learner profile throughout all areas of school life. Some of these are represented within the inclusion policy to encourage and foster lifelong learning amongst our school community.

PRINCIPLED

We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

CARING

We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

BALANCED

We understand that intellectual, physical, and emotional status is important for a student's well-being. We will strive to meet all three of these needs for students

REFLECTIVE

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TEACHING AND LEARNING PROCEDURE

Our aim is to ensure that all students in the school are given the opportunity to access the complete curriculum. We aim to achieve this by:

- setting suitable learning challenges for all learners and ensuring that every learner has the chance to experience success and to achieve as high a standard as possible
- Promoting moral, social and cultural development for both the learners and the teachers and preparing them for the opportunities, responsibilities and experiences of life
- responding to the diverse needs that learners have related to learning
- creating effective learning environments in which the contributions of all learners are valued and they can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. Positive images of race, gender and disability will be used wherever possible
- securing motivation and concentration through a variety of teaching approaches and taking into account different learning styles
- using appropriate assessment approaches which are familiar to the children. A clear feedback or feed forward should be provided for further improvement

- helping learners to manage their behaviour effectively and safely by using positive behaviour management with clear do's and don'ts
- identifying key aspects of the IB Curriculum which may present specific difficulties for individuals and taking action to adapt activities

INCLUSIVE ASSESSMENT ARRANGEMENTS

All students must be allowed to take their assessments under conditions that are as fair as possible. Where standard assessment conditions and procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorised.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues.

PRIMARY YEARS PROGRAMME

The PYP Head/Coordinator and Inclusion Coordinator must be informed of students who may require inclusive assessment arrangements