



Learning Diversity and Inclusive Education Policy

Vision and Mission of Trio World Academy

Vision Statement

"To create and nurture individuals who have the knowledge, empathy, leadership & fortitude to stand up to the challenges that the world poses in the future."

We want to create impeccable individuals who are not just knowledgeable and proactive leaders but also intuitive, and empathy to the needs of others. We believe that the world poses new problems to be solved every day, and calls for professionals who can offer superior services to the society. Our students must be capable enough to add value to the community and the world. Physical fitness, mental resilience, emotional balance and intellectual refinement are our goals for the global citizens who graduate from our school.

Mission Statement

"To provide an extraordinary environment for learning, bonding and all-round development that helps creates and mould world-class future leaders."

Our core values of Leadership, Discipline, Academic Excellence and Service are embedded at the heart of our activities. Our aim is to create global citizens and instil these values in them. As a multicultural school, we encourage mutual respect, and awaken sensitivity towards the cultural needs and sensibilities of other human beings. Our partnership with parents and the community is the mainstay of our mission. We maintain academic rigor to improve the intellectual engagement of students and motivate them to deeply understand and appreciate subject areas. Students are taught to make discipline as a lifelong practice that would propel them to greater heights.

Steering committee for the Academic Honesty policy:

Staff involved in creating the policy;

1. Mr. Vinod Singh, Head of School

2. Ms. Suchismita Das, SEN Coordinator
3. Mr. Christmas K, SEN Teacher
4. Mr.Raju Arlagadda, SEN Teacher
5. Ms.ClaudiaPatrao, SEN Teacher Assistant

Introduction:

At Trio World Academy, Bangalore, we believe in fostering a supportive and inclusive education environment for every learner, whereby each individual is valued and his or her differences among students are seen as strengths and not weaknesses. Unity and strength in diversity is something we value and strive towards; something that goes hand in hand with being internationally minded.

We acknowledge that every learner is unique and has a preferred learning and thinking style. In the long run, and with the help of our qualified School Counselor and SEN team, we aim to identify every student's strengths and inform their teachers so that learning engagements, assessments, and experiences can all be differentiated to bring out the best in **“body, mind and soul”**.

Trio World Academy takes into account that growing up is not necessarily a smooth ride, and while some children may experience social, behavioral or personal difficulties, others may face challenges such as SLD, ADD, ADHD, ASD and this is again where our SEN department will be a big support.

Definition of special needs areas/ area of concerns:

SLD - Specific Learning Disabilities, such as:

Dyslexia -	Difficulty reading
Dyscalculia-	Difficulty with math
Dysgraphia-	Difficulty with writing
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills

ADHD –Attention deficit Hyperactivity Disorder is a chronic condition that affects millions of children and often continues into adulthood. ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour.

What is the difference between ADD and ADHD?

ADHD includes the symptom of physical hyperactivity or excessive restlessness—that's the “H”. In ADD (or what is called in the diagnostic manual, ADHD, inattentive subtype), the symptom of hyperactivity is absent. Indeed, people with ADD can be calm and serene, not in the least hyperactive or disruptive.

ASD -Autism Spectrum Disorder is a serious neurodevelopment disorder that impairs a child's ability to communicate and interact with others. It also includes restricted repetitive behaviour, interests and activities. These issues cause significant impairment in social, occupational and other areas of functioning.

SEN Department at Trio World Academy:

There are three full time SEN specialists working in the SEN Department:

1. Point of contact for Pre-Primary and High school- Ms. Suchismita Das
2. Point of contact for Primary School - Mr. Christmas K
3. Point of contact for Middle School- Mr.Raju A

The Special Needs Department (SEN) functions as follows:

Diagnosis:

- Identify children with SLD, ADD, ADHD, ASD and other special educational needs.
- Support these children by offering professional one-on-one advice to them and their parents.
- Develop skill based Individualized Education Plan (IEP) for each child based on their External Assessment report.
- Organize outbound activities to increase self-esteem, character-building, sportsmanship, fun, and leadership qualities.
- The Shadow Teacher's appointment will be based on the child's need and his/her appointment is decided mutually by the SEN teachers, Homeroom teachers, Coordinators and Head of School with the consent of the parents. The financial implications of the Shadow Teachers will be borne by the parents.

Teacher support:

- Advise teachers on how to create a classroom environment which is friendlier and welcoming and sensitive towards children with special needs.
- Advise teachers how to optimize classroom practices for all stakeholders including SEN children. Examples will include incorporating physical movement into lessons, recognizing good behavior, tips on differentiating tasks to balance the different attention spans of children, seating arrangements, keeping anecdotal records of children's behavioral patterns, allocating a range of tasks to students that will compliment their characteristics.
- Assist Homeroom teachers to follow differentiated teaching methods in the classroom environment for SEN students.
- Partake in key curriculum development meetings so as to understand the key curriculum development of the school.
- Provide the respective homeroom teachers and specialist teachers with accommodations and modifications of each child.
- Advise teachers which SEN students would benefit from having extra time for taking assessments, tests, exams, and whether they would benefit from taking the test in a separate room with a less distracting environment.

Reporting procedure:

- Formally meet the parents at least 5 times a year including the formal PTMs of the school.
- SEN Reports to be given separately for each child at the end of every term.
- The IEP will be shared to the parents and will be duly signed by them. The achievable annual goals which are mentioned will be reviewed by both parties.
- The IEP review meeting will be held annually in the presence of the concerned SEN teachers, Homeroom teachers, specialist teachers [if required] and parents in the presence of the Head of School.

Teacher training:

- Keep up-to-date with the latest information and breakthroughs in SEN.
- Train teachers in face-to-face workshops or personalized meeting with teachers on how to recognize, handle, and be sensitive to children with special needs.
- SEN Staff will be sent annually for workshops and training programs.

Pre- intervention observation procedure of SEN children at Trio World Academy:

- Homeroom teacher first observes and sends a report to coordinator

- Coordinator informs SEN department to perform an observation.
- SEN department observe the child's behavior/performance/skills in the classroom during lessons.
- SEN department observe the child's behavior during break times and his/her response to classmates in regular conditions.
- SEN department sends the report to the coordinator and Homeroom teacher.
- Call for a parent meeting and/or ask for an external assessment report
- Take consent of the parents to have a one-to-one session with the child
- Decides the number of sessions and informs the parent
- Have a one-on-one session/group session with the child during school hours.
- Discuss the issue with parents privately at school or during the formal Parent Teacher Meetings or a scheduled meeting with parents.
- Advise the child's teachers what provisions and support the child needs.
- In the case of a new admission, it is mandatory for the parent to disclose if the child is a SEN Child (please refer to the admission policy). The admission will be decided based on the external report or previous school reports, if any. Other factors for admission would include the resources and facilities available followed by observation by the SEN teachers at school.

By doing this Trio World Academy is supporting students, who in a more traditional and single-dimensional educational system, may have struggled to get high marks in CIE/IB or other assessments approved by Trio World Academy. We hope to increase participation from the fullest spectrum of students and elicit and extend their multidimensional learning abilities. To help achieve this, Trio World Academy will focus on building every student's self esteem, thereby allowing them to express their true and natural talents. Then, by following principles of building upon prior knowledge in reachable steps (scaffolding), challenging learning outcomes can be met by setting high expectations and providing a selection and variety of learning experiences, activities, and assessments where students may be offered different entry and exit points.

Responsibilities of the school (IB Diploma)

- ✓ Before accepting a student with special educational needs as a candidate for the Diploma Programme, coordinators should consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- ✓ Careful consideration should be given to a candidate's choice of subjects. Some subjects may pose particular difficulties for a candidate with special needs. Consultation with IB Cardiff may be appropriate before confirming a candidate's subjects.

- ✓ To accommodate a candidate with a special assessment need, it is essential that the coordinator consults all teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- ✓ All requests for special arrangements submitted by a coordinator must have the support of the head of school. (All correspondence from IB Cardiff concerning candidates with special assessment needs will normally be addressed to the coordinator.)
- ✓ Before submitting appropriate documentation to IB Cardiff, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- ✓ An application for special arrangements must be made on behalf of a candidate on a request form submitted by the coordinator or the head of school. A teacher who specializes in teaching students with special needs may complete the form, but must not be the signatory. An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.
- ✓ The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support must not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB does not pay a fee or expenses to a person providing support, nor does the IB pay for the hiring or purchasing of special equipment.
- ✓ If special arrangements are requested, the coordinator must ensure that the candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any special equipment, including a computer and its software, authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, before the examination the candidate must practise with the person acting in this capacity.
- ✓ The school is responsible for ensuring that all equipment authorized for a candidate with special assessment needs functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).

Special arrangements for the IBDP students

The arrangements listed below are termed "special" arrangements because they require authorization from the IBO.

Additional time:

Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidates who have assessed needs. For written examinations, additional time is normally restricted to 15 minutes for each hour of the examination (that is, 25% more time). For periods of less than one hour, the additional time should be given on a pro-rata basis. More than 15 minutes per hour may be authorized for candidates with a severe condition or where the special arrangements place a greater demand on time. When requesting additional time, it is important to bear in mind that too much time may be tiring for a candidate, and therefore, counterproductive. Similarly, more time spent on a task does not necessarily improve the quality of the response given by a candidate.

Rest periods:

During a rest period, the candidate is not permitted to read, respond to the examination paper or to written notes of any kind. A rest period is distinct from “additional time” during which the candidate may continue working.

Information and Communication Technology (ICT):

The IB recognizes that for many candidates with special assessment needs, a computer or other microprocessor-controlled device provides a highly effective means of communication. For this reason, computers and other forms of assistive technology are normally permitted for written examinations if a candidate is unable to provide a handwritten response. Owing to the rapid development of such technology and the variety of alternative forms of communication now widely available, it is not practical to list which forms of technology are permitted. Each request will be considered on its own merit. A form of technology will usually be authorized when it is the candidate’s normal method of working and does not provide the candidate with an advantage.

Amanuenses:

An amanuensis (or scribe) is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of an amanuensis is permitted for all forms of assessment where a candidate is unable to provide a handwritten response or use a computer.

Readers:

The role of a reader is to read the examination paper to a candidate and to read back the candidate’s answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

Communicators:

A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. A communicator may be used during examinations.

Prompters:

A prompter is a person who ensures that a candidate is paying attention to the examination. This arrangement would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting in a severe attention problem. It is likely that the coordinator or invigilator will act as the prompter, but only if the examination can be conducted according to IB regulations and without disturbing other candidates.

Modifications to examination papers:

Modifications can normally be made to examination papers for candidates with visual or hearing issues. Candidates with a visual issue may require more than one form of modification, but it should not be assumed that the needs of all such candidates can be accommodated. Some content within examination papers cannot be presented non-visually at present without invalidating the nature and purpose of the assessment. However, the IB may provide alternative questions to those based on an illustration (for example, cartoons or photographs) that can be presented non-visually, and assess the same objectives.

Audio recordings of examination papers:

The IB may provide an examination paper on a CD, but only in exceptional circumstances. This service is strictly limited; no assumption should be made that an examination will be available on CD. If available, the CD will be accompanied by a hard copy of the examination paper.

Audio recordings of responses to examination papers:

If a candidate is unable to provide a handwritten or word processed script, and an amanuensis is not a viable alternative, authorization may be given to audio record responses. However, this arrangement will only be authorized in exceptional circumstances, after other alternatives have been considered and rejected.

Transcriptions:

A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.

Please see our Admission Policy regarding SEN students since there may be certain cases where the school resources would not do justice to the potential student.

Trio World Academy also encourages parents to divulge important information about their children that would assist us in supporting them, and to develop a constructive relationship with our School Counselor to work as a team to support their child.

All in all, we hope to support every child to achieve their fullest potential.

Review

The policy is to be reviewed annually by the Steering Committee.

Note: This policy will be available with the Programme Coordinators, Librarian and the Public Relation Officer for viewing and feedback.

References and resources

IBO, Candidates with special assessment needs- Diploma programme, IBO, 2009, English

IBO, Learning diversity in the IB programmes: Special education needs within the IB programmes, IBO, 2010, English.

Gandhi Memorial International School, SEN Policy, Bali, Indonesia, 2013, English