



# **Learning Diversity and Inclusive Education Policy**

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## **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 empathetic 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 extra ordinary environment for learning, bonding and all-around development that helps create 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 Inclusion policy:**

Staff involved in creating the policy;

- Mr Vinod Singh
- Mr Robert James Champion
- Mr Moinuddin Shah
- Mrs Hema
- Mrs R Chitra
- Mrs R K Chitra
- Mr John Christmas
- Dr M Ahmad
- Mrs Diana Priyadarshini
- Ms Cecilia Juanita
- Mrs Smitha Abburi
- Ms Divya PK
- Ms Kanne Priyanka
- Ms Ivy Banerjee
- Ayush Ramakrishnan
- Ms.Soumili
- Ms. Navya

**Introduction:**

At Trio World Academy, Bengaluru, we believe in fostering a supportive and inclusive education environment for every learner, whereby everyone 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. Overall, and with the help of our qualified School Counselor and Learning Support team, we aim to identify every student's strength 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 considers 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 specific learning disability, Intellectual disability, Attention deficit hyperactive disorder, autism spectrum disorder and this is again where our Learning support department will be a big support.

**Definition of special needs areas/areas of concerns:**

**SLD (Specific Learning Difficulties)** and associated challenges:

Dyslexia- difficulty in reading

Dyscalculia- difficulty in math

Dysgraphia- difficulty in writing

Dyspraxia (sensory integration disorder) - difficulty in 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 behavior.

**ASD** – autism spectrum disorder is a neurodevelopment disorder that impairs a child’s ability to communicate and interact with others. It also includes restricted repetitive behavior, interests, and activities. These issues cause significant impairment in social, occupational, and other areas of functioning.

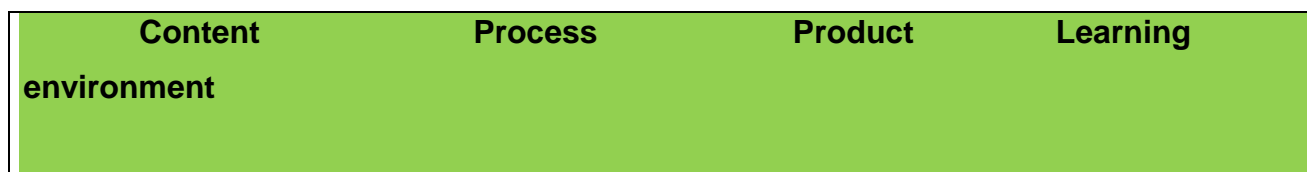
**Intellectual disability** – It is a neurological disorder characterized by limitations in both intellectual functioning and adaptive behavior.

## **Learning Support Department at Trio World Academy:**

There are four full-time Learning Support specialists working in the Learning Support Department with Learning support assistants:

1. Early year's program
2. Primary Year's Program
3. Middle school/IGCSE and DP

### **Differentiated instruction:**



**According to student's**



**Through a range of instructional and management strategies**

## **The Learning support department (LSD) functions as follows:**

### **Diagnosis:**

- Identify children with SLD, ADHD, ASD, and other learning support needs.
- Support the student by offering professional one-on-one advice to the parents.
- A psychological report from a professional clinical psychologist is mandatory for the child to avail Learning Support services as well as accommodations during assessments.

### **Learning support:**

- Develop skill based Individualized Educational Plan (IEP) for each child based on their internal and external assessment report.
- Give them subject support with the support of the concerned subject teacher.
- Shadow teacher's / student aides are accommodated to cater to the academic or behavior challenges of the child, which is a decision taken jointly by the learning Support Team/home room teacher/parent/coordinator.
- Provide training on functional academics/alternate curriculum for students.
- Parent counselling on regular intervals on child's performance.
- Student counselling
- Facilitate special access arrangements to enable the child to achieve the best results as per the IB/Cambridge guidelines.
- Orient teachers on various special needs and learning support process
- Suggest strategies to them on regular intervals.
- Suggest teachers use differentiated instructions while teaching and assessments.
- Provide information about the accommodation and modifications for each child.
- Partake in key curriculum development meetings to understand the key curriculum development of the school.

**Reporting procedure:**

- Meet the parents whenever there is a need for discussion, including the formal PTMs of the school.
- Learning support Reports to be given separately for each child at the end of every term.
- The IEP (Individualized Educational Plan) will be shared with 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 Learning support teacher and the stake holders.

**Teacher training:**

- Keep up to date with the latest information and breakthroughs in learning support research.
- Train teachers in face-to-face workshops or personalized meetings with teachers on how to recognize, handle, and to be sensitive to children with special needs.
- Need based training-internal/outsourced.

**Pre- intervention observation procedure of children with learning differences at Trio World Academy:**

- The teachers observe the student based on the parameters given, collaborates with the other subject teachers, and sends a report to the coordinator and fills in the referral form sent to the special educator, stating the concerns keeping their respective coordinators informed.
- The Learning Support Team makes a classroom observation of the child's behavior/performance/skills in the classroom during lessons.
- Learning Support department sends the report based on the observations to the coordinator and the teachers concerned.
- Meeting with the parents regarding the concern and consent to go ahead with informal assessment by the Learning support educator.
- Approval by the HOS.

- A meeting with the parent to go ahead with psycho-educational assessment for the child by a clinical psychologist to be done externally.
- The days and number of sessions during school hours are decided along with the parent and coordinator in the loop.
- Have one-on-one session/group sessions with the child during school hours.
- Advise the child's teachers on the provisions and support the child's needs.

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 variety of learning experiences, activities, and assessments where students may be offered different entry and exit points.

### **Responsibilities towards an inclusive approach:**

- It is important that everyone concerned with pupils with learning differences are clear about their roles in developing the school's **inclusive** approach and contribute to pupil's learning and progress.
- All teaching and non-teaching staff will be responsible for differentiating instructions for pupils with Learning Differences.
- To nurture a culture of collaboration and respect and support students with Learning support requirements.

**Parent/guardian's roles and responsibilities:**

- Parents should provide documentation needed for IB and Cambridge, accommodation on request.
- To accept their responsibilities and exercise their rights while respecting the rights of others.
- To follow IB policies and procedures
- To play an active role in their child's education and be an active participant in student meetings.
- To implement appropriate interventions suggested by the learning support.
- To communicate with the school about the child's learning differences.
- The hostel warden would act as a guardian to the student availing learning support in the absence of his/her parents in the school boarding.

**Admissions for students with Learning support needs:**

- The school is aware of the statutory requirements.
- In the case of a new admission, it is mandatory for the parent to disclose if the child has any learning support requirements. (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 an informal test to map the academic level of the student at the end of academic year of 5<sup>th</sup> grade/8<sup>th</sup> grade/10<sup>th</sup> grade as to know the level of academic functioning of the child. This is done to enable the student to plan his/her future in terms of subjects/curriculum/vocation suitable for him with the guidance and support provided by the special educator/HOS/coordinator.
- The admission depends on the availability of resources and services available to the student in the school.



## **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 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**

Access arrangements are based on the candidate's current access requirements. For this reason, the supporting documentation, a medical or psychological evaluation report must have been undertaken.

**The inclusive access arrangements listed in this section require authorization from IB, to be used for IB assessments.**

#### **Additional time:**

Additional time of 25% 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. 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.

#### **Information and Communication Technology (ICT):**

Computers/word processors, and other forms of assistive technology are normally permitted for written examinations, if a candidate is unable to provide a handwritten response. 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. Some candidates may need a spellchecker to produce written work. For these candidates, coordinators should request for a word processor with spellchecker. The spellcheck function must only be enabled if there has been prior authorization from the IB/CAIE.

**Amanuenses:**

The use of an amanuensis(scribe) 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.

**Additional opportunities to retake exam:**

A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

**Modifications to examination papers:**

Modifications can normally be made to examination papers for candidates with visual, hearing or severe learning difficulties with enlargement of font size, colored paper, and simplified language of the questions. Any requests for language simplification or reduction of visual complexity that is made to the IB will result in additional scrutiny into the language and/or visual complexity of the standard paper.

**Reading software**

Reading software must be used with a word processor and the two are linked together as inclusive access arrangements. Examination (reading) pens must not have data storage facility, in-built dictionary, or thesaurus.

**Access to calculator**

Entitles a candidate to be eligible to use a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication, and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB/CAIE) where a calculator is otherwise not allowed in the examination.

**Audio recordings of examination papers:**

IB may provide an examination paper on a CD, but only in exceptional circumstances. This service is 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.

**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 poor handwriting skills and cannot use a computer.

**Practical assistance:**

Candidates with a physical, sensory, or medical challenge may require access to a practical

assistant for tasks that require physical manipulation or movement. The request for access to a

practical assistant must clearly state the tasks for which the practical assistant would be required to support the candidate.

**The inclusive access arrangements listed in this section do not require authorization from the IB to be used for IB assessments.** At the discretion of the coordinator or head of school, the following arrangements are permitted in IB

**Separate room**

All regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

**Care assistance**

A care assistant, or if necessary, a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.

**Visual aids**

An aid used by the candidate (braille, magnifying aid, hearing aid) This also includes use of buffers such as headsets, earplugs, and individual workstations with acoustic screens for candidates who are hypersensitive to sound.

**Seating arrangement:**

The coordinator may arrange for appropriate seating to meet the needs of individual candidates.

**Communicators**

A communicator can convey information to a person with a hearing impairment using lip-speaking, finger spelling or sign language. A communicator may be used during examinations.

**Rest breaks**

A candidate may be permitted rest breaks if required to do so, due to medical, physical, psychological, or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised.

**Prompter**

A candidate may be permitted the use of a prompter due to inattention, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination.

## **Assistance with practical work**

### **Color naming**

For a candidate who has color blindness, a designated person is permitted to name colors during the examination.

Apart from the above, access arrangement for additional language learners is provided, which includes extra time/reader and word processor according to IB guidelines.

Please refer to our Admission Policy regarding students requiring learning support, 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 to develop a constructive relationship with our Learning Support Department.

Overall, we hope to support every child to achieve their fullest potential.

### **Review**

<b>Review dates of inclusion policy</b>
31-3-22
24-3-22
17-3-22
24-2-22
10-2-22
21-8-22
29-7-21
25-8-22

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

**Note:** This policy will be available with the Programme Coordinators, Librarian, Admission team, Learning Support Department and in the Parents' Handbook for viewing and feedback.

### **References and resources**

*IBO, Candidates with special assessment needs- Diploma program, IBO, 2009, English*

*IBO, learning diversity in the IB program: Special education needs within the IB programs, IBO, 2010, English.*

*Gandhi Memorial International School, SEN Policy, Bali, Indonesia, 2013, English*  
*IB inclusion policy by jjz maj.edu.rs*