



NES International School Dombivli  
- IB World School



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SCHOOL CODE : 060150

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# Access and Inclusion Policy

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## 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 develop 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 Dombivli, provides a holistic educational programme for students to become knowledgeable and caring young leaders, who help to create better and more peaceful world with intercultural perspective. Towards this, NESISD will instill in their students a strong urge for international mindedness to become lifelong learners and peace ambassadors.



## School Philosophy

At NES International School Dombivli we strongly believe in enhancing the teaching-learning experience of our students, by delivering a challenging and high quality programme.

We consider it our responsibility to foster self-discipline, treating others with respect, empathy, concern, open mindedness and moral conviction. We know that activity of learning is an expression of positive energies, fulfilling natural curiosity and enriching life. At the same time, authentic learning is purposeful when it helps students grow morally, spiritually and emotionally as well physically and intellectually within a diverse community.

Quality education is supported by a collaborative effort between home and school. Parents are encouraged to become active participants in all school activities.

Our school is committed in igniting the young minds to develop curious, knowledgeable, reflective and principled global citizens who will work together to create a sustainable and peaceful world.

# ACCESS AND INCLUSION POLICY

*(Reviewed on 24th May 2022)*

Children studying at NESISD, have a wide range of abilities, backgrounds, interests and cultures. We at NESISD address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which students feel equally valued.

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 is special educational provision and we use our best endeavours to ensure that provision is made for those who need it. We ensure that all staff in the school is able to identify and provide for those students who have special educational needs and/or disabilities to allow all students to join in the activities of the school.

## **Philosophy**

The school supports the policy of IB regarding students with Learning support and assessments access requirements. 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 required to enable some candidates, who have the aptitude to meet the curriculum and assessment requirements, reach their full potential in learning and assessment. *(Candidates with assessment access requirements, August 2017).*

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. Ensuring 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, we aim to create an environment that is friendly and welcoming to all individuals.

NESISD offers counselling services to the needs of the entire school and works in collaboration with the teachers, parents, coordinators, HOS and all the stakeholders, on the school premises during school hours.

School Counsellor offers advice to students at crucial turning points in their lives along with addressing emotional and behavioural concerns. Based on the referrals made by the teachers, parents or during class observations, the counsellor further plans ways to deal with the student's needs.

## **Aim**

The NESISD 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.

## **Understanding Inclusion**

We at NESISD respect the fact that each learner has different educational and behavioral needs and aspirations. They require different strategies for learning as they have different learning styles.

Each learner acquires, assimilates and communicates information at different rates and hence need a range of different teaching approaches and experiences.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

## **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. 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.

*(Learning diversity and inclusion in IB programmes, December 2018)*

## **The IB's Principles of Teaching for Learning Diversity**

The four principles of good practice in the IB learning cycle.

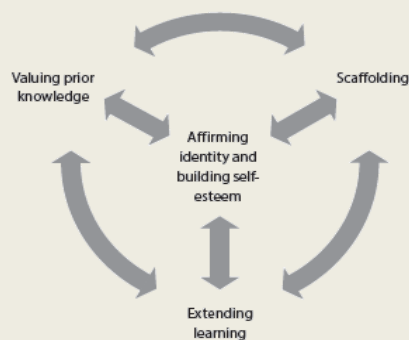


Figure 1

*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. *(Learning diversity and inclusion in IB programmes, December 2018)*

## 2. Valuing prior knowledge

Prior knowledge is the foundation on which to develop new learning. It cannot be assumed that students will necessarily share the same previous learning or will be able to demonstrate learning in the same way.

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.

*(Learning diversity and inclusion in IB programmes, December 2018)*

## 3. 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. *(Learning diversity and inclusion in IB programmes, December 2018)*

## 4. Extending learning

Extending learning for all					
<b>IB approaches to teaching and learning</b>	<b>Teaching to learner variability</b>	<b>Creating optimal learning environments</b>	<b>Assessment</b>	<b>Collaboration</b>	<b>Technology</b>

*(Learning diversity and inclusion in IB programmes, December 2018)*

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.

## Purpose

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

- to create and maintain an inclusive educational environment for all learners.
- to safeguard that the learning support is provided as per students' diverse learning needs and profile.
- to advocate Access and Inclusion Policy to all NESISD stakeholders.

- to clearly communicate the support opportunities and various accommodations that are available to students.
- to promote effective learning through differentiation and scaffolding.

### ***Responsibilities of the School***

NESISD through its Access and Inclusion Policy will have the following rights and responsibilities:

- The school will maintain its academic standards .
- Request for a student for reasonable accommodations and academic adjustments.
- Deny a request for accommodations or adjustments academically

### ***Responsibilities of the Students***

- Meet the school’s qualifications and essential academic, technological and institutional standards.
- Identify himself/herself in a timely manner as an individual with a disability when requesting for accommodation from the appropriate service provider.
- Provide documentation from a qualified source that verifies the nature of the disability, functional limitations and the need for specific accommodations .
- Request for alternative testing and accommodations as deemed necessary in consultations with the Learning Support Department.

### ***Access and Inclusion & Admission Policy and Practices***

Differently abled children will be considered for admission on an equal basis with all other children according to the criteria set out in the School’s Policy taking into account the suitability of the children to mainstream education and availability of resources and facilities to meet the child’s needs.

### ***Nature of Learning Difficulties***

The inclusive admission policy of NESISD considers students with mild to moderate Learning Difficulties, Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, etc.

**Mild Difficulty** may be defined as learning problems in one area of academics, either language or Mathematics. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. These levels are close to the normal range scores as compared to their peers.

**Moderate Difficulty** may be defined as learning problems in one or more areas of academics both in Language and Mathematics. The intensity of the problems is within a standard score range which is in the lower average range when compared to their peers. It can also be exhibited as a problem in one or more academic domains and be comorbid with attention deficits or behavioural concerns.

## ***Support Categories for Inclusion***

- a) Cognition and Learning (for example dyslexia and dyscalculia),
- b) A cognitive disadvantage which affects their ability 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 physical disability.
- f) An emotional deprivation which can affect their ability to learn.
- g) 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)
- h) 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)

## ***Services offered for difficulties***

<b>Mild</b>	<ul style="list-style-type: none"><li>• Psycho-Educational assessments</li><li>• Educational Reports</li><li>• Remediation in the required skill</li><li>• Exam accommodations</li><li>• Class Accommodations</li></ul>
<b>Moderate</b>	<ul style="list-style-type: none"><li>• Psycho Educational assessments</li><li>• Educational Reports</li><li>• Remediation in the required skills</li><li>• Test/Exam Modification</li><li>• Accommodations and recommendations to be implemented by the subject teacher</li></ul>

## ***Admission Policy for Learning Support Students***

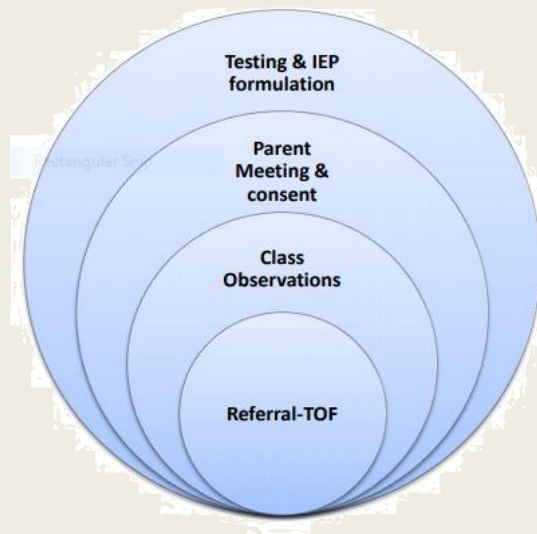
The Admission Policy of NESISD considers students with mild to moderate learning difficulties.

- Children who come with documentation of their learning difficulties are interviewed by the School Counsellor and two senior administrative staff to ensure that the student can fit into the school environment.
- Students can also be referred by the teachers or parents.
- NESISD 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 NESISD Admission Policy.

## ***Referrals***

- In school, students will be identified through referrals by teachers, parents, Coordinators and HOS.
- Previous documented history and other reliable sources.
- The School Counsellor conducts general classroom observations to identify any student at risk.
- Referral forms are filled in accordingly .
- The Homeroom teacher consults the School Counsellor for concerns about the student.
- Teacher Referral Form is submitted to the counsellor, with their inputs.
- The School Counsellor will observe the child or may conduct informal assessments / checklists, if required, and then decide 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***

The purpose of assessment in inclusive education is for screening, placement, program evaluation and evaluation of pupil progress. Assessment is a comprehensive process of which testing is one component.

Assessment in inclusive education enables the staff to embark upon the most desirable approach to instruction and in diagnosing and treating the students' needs. Informal tests will be used to evaluate the students' present level of performance.

### ***Formulation of IEP***

The results from the assessment will help the School Counsellor to develop an IEP (Individualized Education Plan) for every student enrolled in the program. The IEP expectations are explained below. The tailor-made program will then be evaluated periodically to see if the method used is effective or needs change. Resources to enhance students' learning will be provided. (Manipulatives, software, visual aids, computer activities)

#### ***Individualized Education Plan (IEP)***

The IEP Document will include the following:

- A statement of the child's present levels of educational performance including how the child's disability/exceptionality affects the child's involvement and progress in the general curriculum.
- A statement of measurable goals and objectives.
- A statement of the program modification or support for the school personnel that will be provided for the child.
- A statement of supplementary aids or assistive equipment to be provided for the child by school and at home if needed.
- The IEP will be based on the individual needs of the child to create a learning environment to have a beneficial education for the student.

### ***Intervention Process***

- The School Counsellor will provide services in a variety of ways.
- Students work with Homeroom teachers with accommodations to the curriculum as per IEP.
- Emphasis is placed on enhancing the student's independence, academics, social and vocational skills. Students will receive instruction in readiness, cognitive, academic and study skills.

### ***Communication***

Communication to 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 School Counsellor.

***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.

***Shadow Teacher*** - Students with moderate concerns may require personal assistance, over and above what can be offered by the Homeroom teacher and the School Counsellor. If deemed necessary by the Resource Team, 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

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

### ***Confidentiality***

NESISD believes that all information about candidates should be kept confidential. Any communication regarding student learning support status will be retained within their file, access to which is constrained to Head of School, Coordinator and the School Counsellor. Data retained by the school on any student will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to educators for the benefit of the student.

### ***Accommodations & Modification for Students with Learning Difficulties at NESISD***

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. Doing an alternate easily achievable test than the standard test is an example of modification.

The School Counsellor 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.

<b>Classroom Accommodations</b>	<b>Inclusive Assessment Arrangement for in School Summative Assessment</b>
<ul style="list-style-type: none"> <li>● Apt seating arrangement in class</li> <li>● Handouts and notes</li> <li>● Encouragement and praise</li> <li>● Work to be completed in stages</li> <li>● Rubrics to help focus on assigned tasks</li> <li>● Demonstrating examples of good work</li> <li>● Immediate feedback</li> <li>● Group work</li> <li>● Extended time for assignments and assessments</li> <li>● Accommodation for spelling, spacing and presentation errors.</li> </ul>	<ul style="list-style-type: none"> <li>● Testing in the separate and special venue</li> <li>● Additional Time during exams- 25%</li> <li>● 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</li> <li>● Modified strategies for assessments</li> <li>● Accommodation for spelling, spacing and presentation errors</li> </ul>

## **Social Networks**

<b>Parental Involvement</b>	<b>Local School Network</b>	<b>Inclusion - Library</b>
<ul style="list-style-type: none"> <li>● Parents are communicated about the process of the department and consent form is signed.</li> <li>● Parents/Guardians attend IEP meetings with the counsellor to discuss the Educational Plan devised for their child.</li> <li>● Parents are highly encouraged to share their observations, opinions and work with the staff in the School Counsellor to maximize their child's learning.</li> </ul>	<ul style="list-style-type: none"> <li>● 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 NES International School Mumbai/Singapore International School / Podar International School / Jamnabai Narsee School for further professional development in this field.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● School Counsellor 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</li> </ul>

		prescribing a path of action.
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### ***IB Inclusive Assessment Arrangements.***

The inclusive assessment arrangements will be as for grade MYP and IGCSE as per IB Candidates with assessment access requirements 2017, which articulates the following in detail:

- a) The guidelines
- b) Responsibilities of the school
- c) Applications for inclusive assessment arrangements
- d) Supporting documentation
- e) Arrangement not requiring authorization
- f) Inclusive assessment arrangements:
  - access to additional time
  - 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 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 IGCSE Examinations. However, in the school assessments/examinations the school may follow recommendations given in the registered psychiatrist psychometric report of the student.*

### ***References***

- Candidates with assessment access requirements, August 2017
- Learning diversity and inclusion in IB programmes
- IB guidelines for differentiation learning strategies: University of Kansas
- NESISM Language Policy
- IBO Access and Inclusion Policy November 2018
- NESISM Assessment Policy
- NESISM Admission Policy
- NESISM Access and Inclusion Policy





# NES International School Dombivli - IB World School



**CONFIDENTIAL**

## School Counsellor Referral/Checklist 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)

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

Description of the problem:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of the Person Making Referral

Date of Referral

\_\_\_\_\_

\_\_\_\_\_



## NES International School Dombivli - IB World School



### **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 Dombivli  
- IB World School**



**Parent Intake Form for Students Referred for Counselling**

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:

\_\_\_\_\_

\_\_\_\_\_

Medical History if any:

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Plan of action :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Counsellor's Signature

Parent's Signature



# NES International School Dombivli - IB World School



## Parent Conference Sheet

Name of the student: \_\_\_\_\_ Grade: \_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Met with: \_\_\_\_\_

Issues Discussed:

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Action Decided:

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Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# NES International School Dombivli - IB World School



## Confidential Record of Counselling/Observation Sessions

Name of the student: \_\_\_\_\_ Grade : \_\_\_\_\_

Session : Date: \_\_\_\_\_ Time: \_\_\_\_\_

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Session : Date: \_\_\_\_\_ Time: \_\_\_\_\_

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Session : Date: \_\_\_\_\_ Time: \_\_\_\_\_

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Session : Date: \_\_\_\_\_ Time: \_\_\_\_\_

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Counsellor's signature: \_\_\_\_\_

## Individual Educational Plan

Name of the student :

Date of birth :

Age :

Sex:

Grade :



# NES International School Dombivli - IB World School



Date of referral :

Diagnosis:

Areas of concern

Language	Math	Behaviour

Strength-

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Areas of improvement -

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Intended outcome of the IEP-

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Short term goals	Long term goals

Support strategies -

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Goals achieved-

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Learning Support Department: \_\_\_\_\_