



**SRV International School**  
**(School Code: 060202)**  
**Inclusion Policy**  
**(2022-2023)**



**Cambridge Assessment  
International Education**

Cambridge International School



## CONTENTS

S.No	Content	Pg. No
1	IB Mission and Vision	3
2	SRV International School Mission Statement	3
3	SRV International School Vision	3
4	IB Learner Profile Attributes	3
5	Philosophy and Purpose	5
6	Individualized Education Plan (IEP)	7
7	Personnel in SEN	8
8	Identification Process for Special Students	8
9	Differentiated and Inclusive Classroom Approach	9
10	Process of the Learning support	10
11	SRV International School's IEP	11
12	Awareness of the policy	13
13	Resources / Spaces	14
14	Policy Review	14
15	Committee Members Involved	14
16	References	14

## **IB Mission and Vision 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 across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **SRV International School Mission Statement**

We at SRVIS inspire and challenge our students to achieve personal excellence, pursue a passion for learning, be responsible global citizens and take the initiative to make a positive difference in the world.

## **SRV International School Vision**

Our international curriculum, holistic education and excellent academic assessments prepare our students for further studies around the world and position SRV International School as a well-recognized and sought after international school.

Our growing, energetic and enthusiastic international community of students, teachers and parents all would work together to provide a nurturing, inclusive learning environment. The learners will be equipped with the necessary knowledge, skills, beliefs and attitudes so that they would become world class peace-loving citizens.

## **IB Learner Profile Attributes**

The aim of all IB programmes is to create internationally minded people who strive for a better and more peaceful world. "**The Learner Profile**" lies at the core of IB, promoting child-centred and holistic learning. **SRVIS** sees the Learner Profile as the embodiment of the IB vision's learning outcomes. The ten qualities in the Learner Profile inspire teachers, students, and schools, defining "international-mindedness."

**SRVIS** believes that embracing the IB Learner Profile fosters global citizenship and applies to the whole school community.

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

<b>Balanced</b>	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Philosophy and Purpose

### Creating an Inclusive Learning Environment for All:

At SRV International School, our inclusion policy is meticulously designed to align with the fundamental tenets of the IB Mission, ensuring that all students are empowered to become internationally-minded and successful lifelong learners. Our school is dedicated to welcoming students from diverse backgrounds, irrespective of their race, gender, or unique characteristics, fostering an inclusive environment that resonates with our values.

**SRVIS Philosophy:** SRVIS is grounded in the belief that each learner possesses unique needs that warrant tailored facilitation to unlock their full academic and non-academic potential. Our commitment to providing access to the IB PYP and Cambridge International curriculum encompasses a range of approaches and support systems, catering to individual needs and diverse learning styles. This includes students with special needs such as Specific learning disabilities, ADHD (Attention Deficit Hyperactivity Disorder), executive functioning challenges, Non-verbal learning disorder and the gifted and exceptional. Recognizing the rich diversity within our learning community, we champion the advancement of internationally-minded perspectives.

Inclusion underscores a democratic ethos, guided by the learner profile, enabling all students, including those with learning support requirements, to exercise their rights and embrace responsibilities as active participants in mainstream social life. Achieving inclusion hinges on a culture of collaboration, mutual respect, support, and creative problem-solving. We consider the term "Dynamic Learning Communities" to encompass the entire school ecosystem, valuing the voices of

learners, parents, caregivers, support staff, and non-teaching personnel in the pursuit of inclusive excellence.

The IB identifies four guiding principles for equitable curriculum access: affirming identity and fostering self-esteem, valuing prior knowledge, scaffolding and extending learning. Embracing these principles in conjunction with IB's approaches to teaching and learning enhances student engagement and progression ([source](#)).

### **Meeting Diverse Learning Needs**

At SRV International School, we embrace and accommodate diverse learning styles, ensuring that each child receives the support they require. In light of this commitment, we take into consideration the following conditions and implement appropriate measures:

#### **Learning Gaps**

A "learning gap" signifies the disparity between a student's actual learning and their expected achievement level for a particular age or grade. The challenges posed by the pandemic have accentuated learning gaps, prompting collaborative efforts among our team.

To address this, we have instituted a differentiated teaching and learning environment that caters to various learning styles. Our educators, whether homeroom facilitators in the PYP or subject teachers in Cambridge International, work closely with specialists to discern individual learning styles. These primary learning styles – auditory, visual, kinesthetic and tactile – inform the design of engaging and effective learning engagements.

#### **Learning Disabilities**

Learning disabilities refer to hindrances in language-based abilities, such as listening, speaking, reading, writing, and mathematical comprehension, arising from disruptions in the psychological processes of understanding and language use.

We acknowledge and accommodate various common learning disabilities, including:

- Dyslexia
- Dyscalculia
- Dysgraphia
- Auditory and Visual Processing Disorders
- Nonverbal Learning Disabilities
- Attention Deficit Hyperactivity Disorder (ADHD)

While learning disabilities present challenges, they can be managed with the right provisions and support. SRV International School encourages parents to collaborate with us in nurturing their children's strengths and addressing their specific needs, leveraging the educational system, engaging with professionals, and learning effective strategies. We are committed to admitting students with manageable and guidable learning disabilities.

Currently, only a few cases of learning gaps due to the pandemic have been reported, and a handful of students face difficulty in memory retention and establishing connections. We do not currently have students with major learning disabilities. Through Individualized Education Plans (IEPs) and Special Educational Needs (SEN) facilitated teaching, tailored to diverse learning needs, we strive to address our students' requirements to the best of our ability.

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

The IEP process is facilitated by a dedicated SEN specialist, in collaboration with the leadership team, management, specialists/subject teachers, students, homeroom facilitators/class teachers, and parents. The core purpose of the IEP is to provide customized educational services and training for each special needs student.

To fulfil the diverse learning needs of all students, SRV International School has established a differentiated teaching and learning milieu. This approach involves close collaboration between homeroom facilitators/class teachers and specialists, who work in tandem with the SEN facilitator. Our curriculum is thoughtfully

adapted to cater to the primary learning styles of students – auditory, visual, kinesthetic and tactile – ensuring optimal engagement in all learning engagements.

Through meticulous steps, our collaborative team ensures a comprehensive support framework for specially-abled and gifted students:

- Assessment of the student's current performance level.
- Identification of strengths and areas for development.
- Setting success criteria and goals.
- Crafting customized lesson plans tailored to unique learning needs.
- Provision of appropriate support through Individualized Education Programs.
- Facilitation of individual special classes based on individual needs.
- Continuous monitoring and adjustments.
- Identification of future learning objectives.
- Formulation of support plans for both short and long-term goals.

In certain instances, individualized instruction may be necessary to achieve IEP goals, involving the temporary withdrawal of a student from class based on specific needs.

### **Personnel in SEN**

SRVIS takes pride in its progressive approach to education, valuing the diverse learning needs of our students. The school boasts a trained special education teacher who actively contributes to collaborative planning at every grade level. Additionally, all class teachers are equipped to recognize and address diverse needs at the foundational level.

### **Identification Process for Special Students**

Our identification process for special students is comprehensive:

1. **Known Cases:** Parents provide a clinical report disclosing their child's abilities during the admission process. The SEN facilitator evaluates the report in consultation with the leadership team and management to gauge the extent of the condition. Based on this assessment, admissions are finalized.



Subsequently, the SEN facilitator observes the student in class and devises an IEP to guide learning goals.

2. Unknown Cases: When a student's needs are identified by the class teacher, the PYP Coordinator and SEN facilitator are informed. The SEN facilitator then observes the student across various classes, sharing observations with the leadership team. An IEP is subsequently developed. Parents are involved in the process, contributing observations and insights.

## **Differentiated and Inclusive Classroom Approach**

Each homeroom teacher excels at recognizing students' needs in their class, effectively becoming a special needs teacher. Employing a range of differentiated learning and teaching methods, teachers ensure a comfortable and effective learning experience for students. Our approach grants students and teachers agency in matters of voice, choice, and ownership, fostering a shared responsibility for learning outcomes.

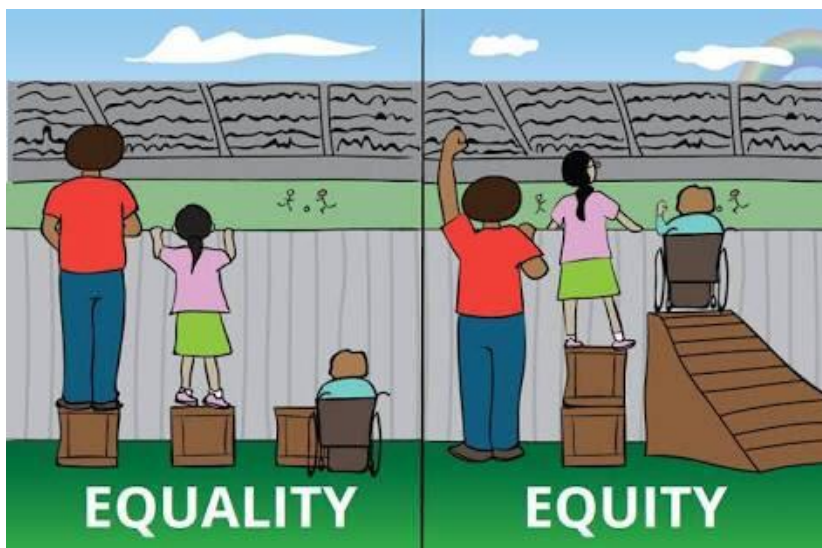


Image courtesy <https://www.diffen.com/difference/Equality-vs-Equity>

### **Process of the Learning support**

<b>S.No.</b>	<b>Process of Learning Support</b>
1)	Orientation for the staff to understand the process and need of the learning support.
2)	Class Facilitators fill the form with details of the student learning issue as per their understanding. Identify the area of issue as academic, behavioral, emotional , learning difficulty or any others. The SEN facilitator also visits the classrooms and observes students simultaneously.
3)	Relevant remedial support is identified based on the details of the form.
4)	Meet with respective coordinator, counselor and facilitator
5)	Concerns to be shared and discussed with the SEN facilitator. The SEN facilitator takes the call on what kind of learning support is required. Can the issue be addressed at classroom level or requires SEN support is discussed with the Head of the school/ Vice President.
6)	If the student needs SEN support - Meet with parents & fill parent consent form (Respective coordinator, SEN facilitator to be present for this meeting)
7)	SEN Facilitator to prepare Case History
8)	SEN Facilitator to Plan IEP.
9)	SEN assesses on the basis of IEP and prepares a report.

10)	Share the same with the Head of the School/ Vice President. On the basis of this report SEN facilitator will proceed with relevant learning engagements.
11)	Students attend the SEN support classes as per the time scheduled.
12)	SEN facilitator generates the case study report and maintains confidentiality at all the stages. Shared only with the Head of the School/ Vice Preseident.
13)	SEN facilitator meets the Head of School/ Vice Preseident on a monthly basis in general and fortnightly if required.
14)	Parents are updated on a monthly basis.

**SRV INTERNATIONAL SCHOOL's**  
**INDIVIDUALISED EDUCATION PLAN**

<b>General Information</b>	<b>Name of the student:</b> <b>Date of Admission:</b> <b>Admission No.:</b> <b>Grade:</b> <b>DOB:</b> <b>Sex:</b> <b>Parent/Guardian name:</b> <b>Occupation:</b> <b>Address and Contact:</b>
<b>Background Information or History</b>	

<p><b>Current level of Performance</b></p>	<p><b>Strengths</b></p> <p>Academics:</p> <p>Non-academics:</p> <p><b>Area of Concerns</b></p> <p>Academics:</p> <p>Non-academics:</p>
<p><b>Goals and objectives</b></p>	<p><b>Annual Goal :</b></p> <p><b>Short Term Objectives:</b></p>
<p><b>Action Plan</b></p>	
<p><b>Resources and Methods used</b></p>	
<p><b>Changes made in above 2 rows</b></p>	
<p><b>Evaluation / Progression Check</b></p>	
<p><b>Feedback based on Evaluation / Progression Check</b></p>	

Date of commencement of IEP:

Date of Review:

Parent/Guardian's consent:

 I give my consent to implement this IEP

 I am not interested in implementing this IEP for my child.

Name and signature of the Parent/Guardian	
Name and signature of the SEN Facilitator	
Name and signature of the Homeroom/Class Teacher	
Name and signature of the PYP Coordinator	
Name and signature of the Head of School/ Vice Preseident	

### **Awareness of the policy**

Through the orientation programme at the beginning of every academic year, teachers are made aware of the facilities which are available for the students with special needs. They are also provided instructions about the support to be provided to the identified SEN students. Class teachers and subject teachers are responsible for identifying students facing learning difficulties through their daily observation in class. They then refer the identified students to the SEN Department for further intervention and follow up.

The peers of identified SEN students are sensitized about 'inclusion' through discussions and counseling sessions. They are made aware of the diversity that exists

in the society and they are also encouraged to contribute in their own ways by including the SEN students in the school activities. The students with special needs and their peers are educated and made aware of their growth and strengths so that they do not feel left out.

Parents are made aware of the support available within the school for pupils with special educational needs through meetings at the time of admission and through the orientation programme at the beginning of each academic year or between. After the feed-back session with the SEN educator, parents are required to follow up and provide necessary support to the child at home.

### **Resources / Spaces**

- A separate room is allotted for the support classes.
- SEN trained specialist.
- Support learning material
- Relevant books in the library.
- Guest speakers as and when needed.
- Webinars and workshops as and when available.

### **Policy Review**

- Inclusion/ SEN policy is created in 2019
- Reviewed in 2022
- Next review will be in 2025

### **Committee Members Involved**

- Vice President
- PYP Coordinator /Cambridge International Coordinator
- SEN facilitator

### **References**

- ibo.org
- Making the PYP Happen
- Excerpt from Special Education for Today's Teachers: An Introduction, by M.S. Rosenberg, D.L. Westling, J. McLeskey, 2008 edition, p. 91-94.
- <https://www.calcuttais.edu.in/wp-content/uploads/2018/08/SEN-Policy-2016-17.pdf>