

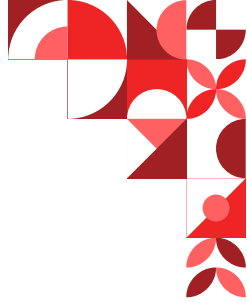
INCLUSION POLICY

**Review of Inclusion Policy - Year - 2024
Timeline - 12 months**

**Sources: PYP Principles to
Practice, PSP 2020,
Developing and aligning
a school inclusion policy with
programme standards and practices**

Review Committee
Head of School - Sunitha Yernagula
PYPC - Kousalya Bozza





Dear Stakeholders,

At Silver Oaks Schools, our school policies are deep rooted in the vision, mission and the philosophy of our school and IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

School's Vision:

To groom young people who will:

Live for a purpose

Learn to apply

Lead with determination

Leave a timeless legacy

School Mission:

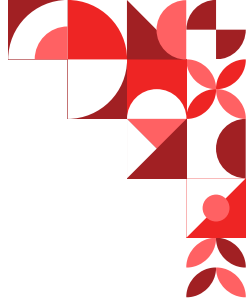
To integrate into teaching and learning, the goals for conservation and social justice To develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.

Silver Oaks believes in Character before Competence. To build self-efficacy and agency in students, multiple platforms have been created for them to develop their potential. While academic progress is important, school believes in an inside out approach of building character through which learners develop self-worth and self-respect in multiple ways. Participation or accomplishment in other areas builds confidence through which they are expected to develop academic competence too. The culture of learning at Silver Oaks is through learner agency. In short, inclusiveness in Silver Oaks is the key to develop competence in a harmonious way.

“The International Baccalaureate (IB) is committed to equity and inclusive education, which is part of the fabric of an IB education. All IB World Schools (IBWSs) are expected to follow inclusive practices and develop inclusive education. Inclusive education, however, is an umbrella term, and what it means will differ from one context to another. At the heart of the principle is that every student has fair and equal opportunities to fully participate as an IB learner and feels they fully belong in the learning environment.”

-“Developing and aligning a school inclusion policy with the Programme standards and practices” Published February 2023





Standards and Practices to ensure inclusive education.

- Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy.
- Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development.
- Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development.

Amidst the growing diversity in learning needs, Silver Oaks assumes the responsibility to leave no child behind. Inclusive education is considered as an ethical responsibility. And to give professional support to this ethical dimension, the 'Supportive Learning Centre' of the school has trained and experienced Special Educators who work full time with learners who have varying needs.

The pedagogical leadership team is committed to impart education to all students in spite of their varying pace and abilities. In all the curriculum plans and teacher training, addressing the special needs and creating differentiated instruction plans are integral to the school's inclusion policy.

Special education and supportive learning are integral to the strategic plans, curriculum plans, budget, recruitment and training to ensure that no child is left behind.

Academic Heads/Coordinators personally interact with the learners with special needs and gradually include the specialists in supportive learning centre to continue with the learning journey of a child.





- **Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s).**

The Supportive learning Centre of the School comprises of a team of trained special educators, social and emotional counselors and College and Career Counselors who work with students with varying learning, and behavioural needs.

This team attends professional development programmes from time to time and acquires updated skills and knowledge to work with students.

Spaces are created for each of the above mentioned specializations with adequate resources.

- **Student support 2: The school identifies and provides appropriate learning support. (0202-02)**

Identification of learning needs begin from the stage of admission and continue to be an ongoing process as some students show signs of gaps during the learning process. A formal training session on identification of learning gaps and different behaviors in social and emotional areas is conducted at the beginning of every academic year.

Children with signs of autism, ADHD, severe behavioural issues, learning disabilities and other intellectual impairments, are assigned to homeroom teachers with experience, commitment and capacity to work with such students .

Homeroom teachers, supportive learning centre, and the academic head/coordinator collectively work for the benefit of the students.

Instructional Support:

Differentiated teaching, learning and assessments strategies are deployed to support the learners during the inquiry or otherwise.

Classroom support for students with special education needs and abilities may include curriculum modifications, enrichment activities, classroom accommodations, small group instruction, or one-on-one support.

Students facing greater challenges may be assessed and provided with a Student Support Plan or an Individualized Instruction Plan, designed by teachers and academic heads and coordinators.





Differentiated Assessments:

In PYP, KUD- SOLO taxonomy is the approach to assessment. Success criteria is established and students are informed. Occasionally, they are part of establishing the success criteria. SOLO approach enables all learners to reach their goals according to their pace.

External Support:

Where extensive and external interventions from experts are required, school accommodates students for early dispersal.

Documentation:

Progress of students receiving accommodations and/or support will be monitored; documentation of all services provided on Student Support Plans or an Individualized Instruction Plan, will be reviewed on an annual basis and discussed with students and parents.

Homeroom teachers, Supportive learning centre and the academic heads/coordinators maintain the documentation of all support and intervention.

Parents' involvement:

When a child is identified with special needs, either at the time of admission or during the course of learning, a sincere effort is made to understand the needs of the child. Academic Head/Coordinator, Homeroom teachers or subject specialists and the special educators meet to discuss and arrive at a plan of action. Parents are invited to understand the learning needs of the child and the proposed plan of action. Where need be, external support is also sought. When parents agree to opt for the POA, an undertaking with their consent is documented for posterity. From time to time, parents are invited to meet the teachers to discuss the progress.

- Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03

Well-being policy of the school includes all the above practices.





- Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences.

College and career counseling cell of the school is driven by a group of highly trained and experienced counselors. All our PYP students in Grade VI get an overview of careers and courses. When they move to Grade VII from where we have the CBSE programme, ongoing support and mentoring is planned for choosing an appropriate course after school.

- Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s).

Teachers are oriented and trained every school year to understand the learning needs of children.

Homeroom teachers, subject specialists and supportive learning team are given time on two Saturdays in a month to discuss and plan a course of action where need be.

Members of the supportive learning centre exclusively work with children with special needs.

Academic Heads/ Coordinators are available most of the time to work with teachers and support the learning needs of children.

Professional training of all PYP teachers by experts in the field.

Sponsoring professional courses and workshop for the members of supportive learning centre.

Materials and manipulatives are procured as per the need.

Physical spaces are created to address special education needs.

- Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
- Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
- Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)





Students at Silver Oaks largely come from the home state along with 19 other states of India. Their socio-economic background is more or less similar. Although they come from different states, considering that they are urban and cosmopolitan families, they align in multiple ways and learn from each other about their cultures and practices. School consciously creates a harmonious culture conducive for healthy relationships and positive learning.

