



INCLUSIVE EDUCATION POLICY

2020-21

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INCLUSIVE EDUCATION POLICY



VISION:

A world of self-confident lifelong learners connected and inspired to help others.

MISSION:

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds and we connect globally with our other campuses to learn about the world, from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

VALUES

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character and develop connections to deliver exceptional educational learning experiences.



INCLUSIVITY AND GPS BROOKES KOCHI VALUES.

Through our joint GPS and Brookes missions, as a school we are charged with creating and educational experience that “serve(s) each student’s unique academic, physical & emotional needs”. An education that “must be child-centered” where “students are supported in a caring environment”. Through this our aim is to enable all of our students to become “self-confident lifelong learners”.

As a truly holistic school GPS Brookes Kochi, celebrates the diversity within our whole community and recognizes each member of that community as an individual with unique attributes. This is achieved in a supportive educational setting as part of an involved wider triangle of School, Student and Family.

Throughout the Diploma Programme, GPS Brookes Kochi promotes the guiding principles within the IB Learner Profile as the foundation that allows each student to succeed in multiple ways.

Principled	Inquirer	Communicator	Open-Minded	Risk-Taker
Balanced	Reflective	Thinker	Knowledgeable	Caring

WHAT IS INCLUSIVE EDUCATION AT GPS BROOKES KOCHI:

The IB defines Inclusive education as:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.¹

And is centered in the following understanding of what an IB education is

At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.²

As such GPS Brookes Kochi believes that inclusive education is a process that meets the needs of the student body as individuals within their own unique experience.

¹ “Learning diversity and Inclusion in IB Programmes” International Baccalaureate 2016: Updated 2018, p2. https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/data/d_x_senxx_csn_1601_2_e.pdf

² “What is an IB education? - International Baccalaureate.” 2013. <http://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>

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This includes but is not limited to:

- Students with a learning access requirements, including academically gifted as well as those experiencing academic difficulty
- Students with talents beyond the classroom
- Students with English as an Additional Language
- Students from varying socio-economic settings
- Students with diverse personal or cultural backgrounds or religious affiliations
- Students with a combination of equity and diversity needs.
- Gender equity

Inclusive education at GPS Brookes Kochi is aimed at supporting the individual student to reach a variety of potentials within the educational setting of the Diploma Programme.

This is articulated by the whole school community through:

Recognition and value of diversity as central to developing international mindedness
Recognition that differentiating the learning experience for each student is essential to achieving learning goals for students.

Acknowledgement of the importance of school, student, family and community as a collaboration that leads to student success.

GPS Brookes Kochi, believes very strongly that the underlying principles of inclusion within the ethos of the IB integrate strongly with these principles:

"Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

*Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community."*³

While GPS Brookes Kochi, strongly believes in the IB position that "Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies."⁴, it may be useful to understand how a range of consideration for learning exist. The IB has published useful document that while primarily intended for teachers provides useful advice in

³ "Learning diversity and Inclusion in IB Programmes" International Baccalaureate 2016: Updated 2018, p2. https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/data/d_x_senxx_csn_1601_2_e.pdf

⁴ "Learning diversity and Inclusion in IB Programmes" International Baccalaureate 2016: Updated 2018, p3. https://resources.ibo.org/ib/topic/Inclusive-education/resource/11162-38434/data/d_x_senxx_csn_1601_2_e.pdf

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highlighting and explaining a range of barriers and some possible strategies that can be used to overcome these barrier. As the IB point out ***"Please note these are suggestions only and are intended to assist you in considering all barriers to learning. It is not an exhaustive list and does not constitute professional or diagnostic advice."***

Barriers included but are not restricted to:

Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)

Autism

Dyscalculia

Dyslexia 19

Dyspraxia—developmental coordination difficulties (DCD), motor learning difficulties

Gifted and talented or exceptionally able

Hearing impairment/deafness

Medical conditions/chronic illness

Mental health issues

Physical disabilities

Speech, language and communication needs (SLCN)

Visual impairment

Please refer to **Meeting student learning diversity in the classroom** (IBO, 2013), shared alongside this policy on our website (LINK TO BE INCLUDED)

INCLUSIVE PRACTICE AT GPS BROOKES KOCHI

As outlined above, inclusive practice is designed around the individual student within the educational setting of the school and the Diploma Programme. This practice begins with the admissions process where taking the time to build a fit, where both, the student can thrive, and the school can provide suitable support and resources is essential. Therefore access to the programmes is open to all students who can benefit from and be supported through a learning journey at GPS Brookes Kochi.(Please see the GPS Brookes Kochi Admission Policy.)

GPS BROOKES KOCHI provides students with an educational experience, where *"we help students discover their passion, develop their character, and understand their connection to others and society"*.

During admissions all students are assessed to gauge whether or not GPS Brookes Kochi can meet the individual needs of that student.

ACCESS TO LEARNING SUPPORT WITHIN GPS BROOKES KOCHI

At admissions and if identified later

GPS Brookes Kochi , builds on the Individual Education Programmes already in place within the other GET institutions and the Key Centre Programmes that are a facet of all Brookes schools.

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Figure 1, below outlines the support process within GPS Brookes Kochi.

Inclusivity within the taught curriculum

"Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals."

*Grounded in contemporary educational research, the IB's five approaches to learning guide and focus educators and students in IB World Schools. They play a crucial role in ensuring that the aspirations of an IB education become a reality in the classroom."*⁵

*"the underpinning principle is that assessment is a part of learning and teaching"*⁶

GPS Brookes Kochi uses student assessment to not only report on student attainment but also determine prior knowledge, identify gaps in knowledge and monitor development through formative assessment that informs teaching of each student. (Refer to the GPS Brookes Kochi Assessment Policy for further guidance)

GPS Brookes Kochi supports students for whom English is an additional language through both the Key Centre Programme and within the curriculum through differentiation.

Whilst students entering GPS Brookes Kochi are almost entirely first working language English, were students do enter the programme requiring additional support for academic English, this provision is met through the Key Centre structure and is individualised of each student. The curriculum also builds progression for all students through differentiation of tasks to support students in meeting and extending personal expectations, including academic honesty. (GPS Brookes Kochi, Academic Honesty Policy)

GPS Brookes Kochi develops the capacity in each student, to learn how to learn, through the Approaches to Learning skills embedded in each Diploma Programme course.

⁵ "What is an IB education? - International Baccalaureate." 2013.

<http://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>

⁶ "Access and inclusion policy" - International Baccalaureate. 2018, p1.

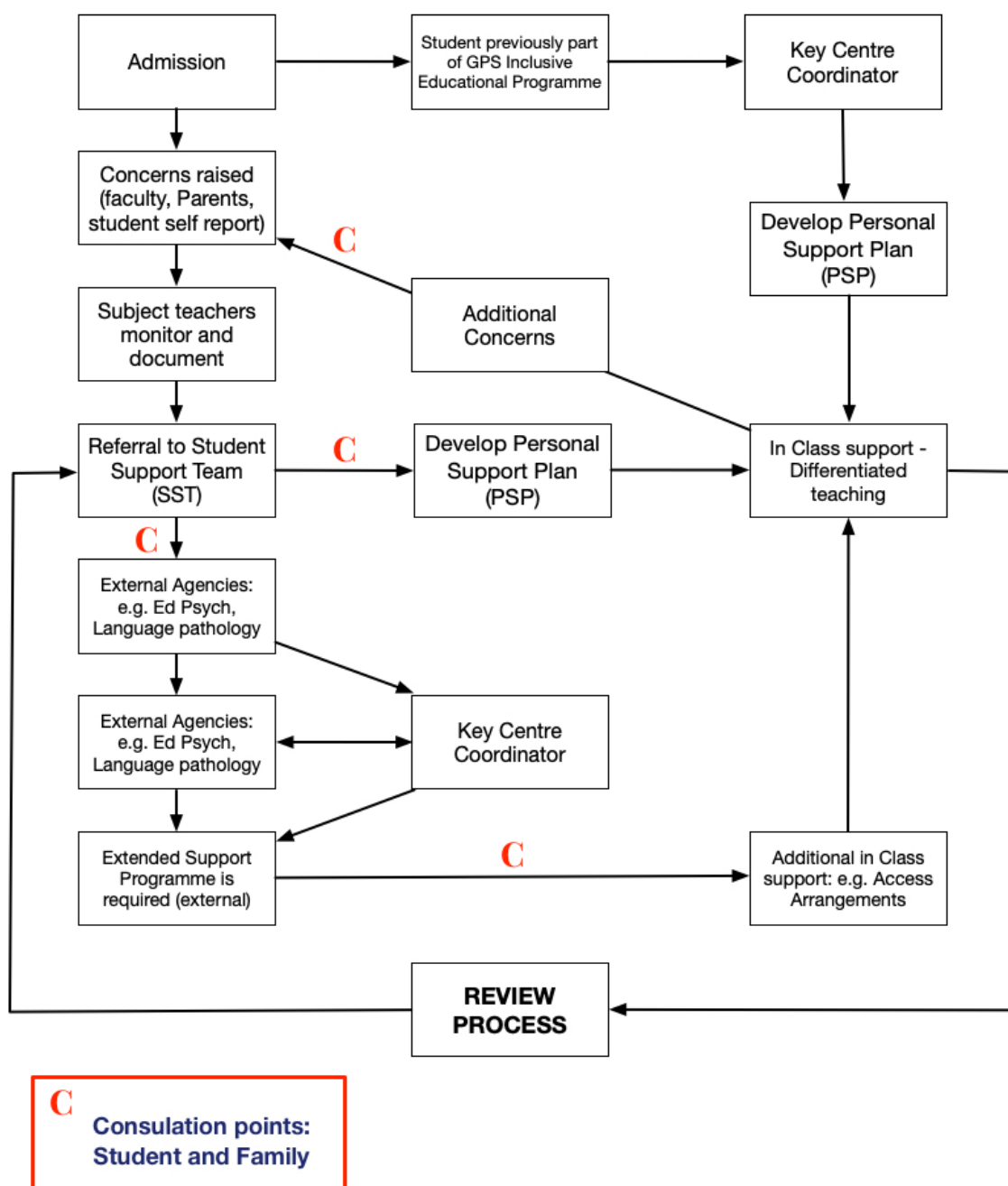
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Figure 1: Key Centre Student Support Pathways.



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STUDENT SUPPORT FLOW



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GPS Brookes Kochi through cooperation with parents helps develop wider educational support if required beyond the resources directly available in school under the umbrella of the Key Centre Coordinator.

GPS Brookes Kochi supports and implements inclusive assessment arrangements for students identified as having assessment access requirements. Access arrangements are in line with the current IB Guidance and reviewed regularly.

GPS Brookes Kochi faculty create authentic opportunities for students to develop local connections and enrich the curriculum through a curriculum framed within our own unique setting and the wider Brookes schools.

GPS Brookes Kochi provides opportunity for students to make choices based on their strengths, need, interests and possible future paths.

RECOGNIZING NEED

Teachers at GPS Brookes Kochi are supported by Key Centre Coordinator in recognizing when students may have learning need requirements. As in Figure 1, the process is initiated by concerns raised by, faculty, parents or the student themselves. However often subject teachers are the first to notice these concerns.

At the start of each academic year the Key Centre Coordinator runs workshops for faculty, in understanding the provision and process of inclusive education at GPS Brookes Kochi. This is also supported by specific InSet during the year where the Key Centre Coordinator and Principal will focus on specific areas of inclusivity practice.

CONFIDENTIALITY

GPS Brookes Kochi, treats all information about a student as confidential. If required, information will only be shared with members of the faculty and Key Centre team, to ensure appropriate support for each student is in place and available. Where students are at risk of physical, psychological or sexual harm, information will be shared with relevant bodies in accordance with all legal requirements.

INCLUSIVE ASSESSMENT ARRANGEMENTS

GPS Brookes Kochi follows the guidelines of the International Baccalaureate with regard assess entitlement and arrangements for all formal assessments. Regulations around access are provided to parents and students during the process of identifying need.

Where a student with access in one programme within the wider GPS Community moves to GPS Brookes, IB Diploma Programme, continued dialogue between school, parent and student ensures that all information is pertinent to the individual. (ref, fig. 1)

Where a student is identified as requiring Inclusive Assessment Arrangements (IAA), The Principal, Diploma Programme Coordinator and Key Centre Coordinator work with the

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individual student and parents to understand the need, provision and implementation of the IAA. The programme coordinator also works with faculty as a whole to ensure that access arrangements are applied during the taught curriculum and are therefore part of the process of Formative and Summative assessment. (refer to the GPS Brookes Kochi, Assessment Policy for further guidance)

Once identified as part of a student's Individual Assessment Plan (IAP), the coordinator working with faculty ensures the possibility for the student to practise use of any suggested access arrangements throughout the programme. This prior use of arrangements helps guide the coordinator in developing the specific request for each individual student within the specific requirements of the programme. A student's IAP may form part of or be separate from any Personal Support Plan (PSP), based on the needs of each individual student

Supporting documentation both within school and from outside consultation as well as official access allowance documentation is recorded and held both by the school registrar and programme coordinator.

Where a student is identified as requiring access arrangements prior to entering a programme, the programme coordinator will work with parent, student and faculty to develop initial support strategies prior to entry to the programme.

APPLYING FOR INCLUSIVE ASSESSMENT ARRANGEMENTS

"The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage."⁷

Not all inclusive assessment arrangements require a request to the IB to implement. Examples of access arrangements that do not require prior authorization are:

- Rest breaks
- Use of a separate room
- Clarification of examination directions
- Colour naming (for students with colour blindness)

Implementation of arrangements not requiring authorization is at the discretion of the Diploma Programme Coordinator and arranged through consultation with student support, the student and parents.

Where access arrangements require prior authorization by the IB, a request for inclusive assessment arrangement must be submitted by the Diploma Programme Coordinator on behalf of the student directly to the IB. Applications must be submitted by 15th of November preceding the May session in which the examinations take place.

⁷ "Access and inclusion policy" - International Baccalaureate. 2018, p8.

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REQUIRED DOCUMENTATION

All applications for inclusive assessment arrangement two forms of supporting documentation.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners.
- Educational evidence from the school.

Examples of access arrangement that require prior authorization are:

Access to additional time

Access to modification in presentation

Sign language interpreters

Scribe

All request for inclusive assessment arrangement are developed from the current requirements of each students need and must reflect their normal way of working.

SHARING OUR POLICY

The GPS Brookes Inclusive Education Policy is shared with the whole GPS Brookes community electronically and is available on the website.

During Options and Admissions, a copy of the policy is given to parents and students as part of the admissions pack. Each family within their admissions interview is made aware of the GPS Brookes Kochi student support service – Key Centre, and at that time Inclusive provision is explained.

First draft – May 2019

Reviewed – June 2019, October 2019

Implemented – November 2019.

Then yearly from August 2020. Review of GPS Brookes Inclusive Education Policy will be reviewed by the Key Centre team, DP administration and faculty at the start of each academic year.