

Don Bosco International School Inclusion Policy

➤ Introduction:

In Don Bosco International School, we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

➤ Aims and objectives:

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school;

- Girls and boys
- Children who need support to learn English as another language
- Children with special educational needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Freeship students

The Primary Years Programme (Jr. Kg to Grade 5) is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through;

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the primary year's curriculum to meet the needs of individuals or groups of children.
- We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions;
- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial and social harmony and preparing pupils to live in a diverse and multicultural society?

➤ **Teaching and learning style:**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of students to ensure that all students are achieving as much as they can. We also make ongoing assessments (Formative and Summative) of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from other classes. This enables some of our children to make progress in their own lessons.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use other materials, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant legislation governing equal opportunities, race, gender and disability.

Teachers ensure children;

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groups that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

➤ **International Children - Children entitled to Language Support**

Children that have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

The teaching, learning, achievements, attitudes and well being of all our children are important. Children are encouraged to achieve to the highest possible standards. This is done through taking account of each child's life experience and needs.

In DBIS, teachers take action to help children who are learning English as an additional language by various means:

1. Developing their spoken and written English by;

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms,

- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring there are effective opportunities for talking, and that talking is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so their 'developing uses' of English and other languages support one another.

2. Ensuring access to the curriculum by;

- Using accessible texts and materials to suit children's ages and levels of learning
- Providing support through IT and video and audio materials

All children in our school follow the requirements of the Primary Years Curriculum. Children receiving language support do not produce separate work. Children are withdrawn from the Walk to Read (Literacy programme) sessions for language support. The Learning Support Teacher or Parent works in partnership with class teachers. This involves supporting individual children or small groups of children separately in accordance with the suggestions given by the homeroom teachers.

➤ **Children with Disabilities:**

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Our teachers modify their teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. They speak clearly and slowly as required, use a range of communication techniques; arrange the classroom furniture for optimal accessibility, incorporate technical aids as part of the educational experience and work with support staff on toileting and other physical needs. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children;

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Encourages social interaction
- Uses assessment techniques that reflect their individual needs and abilities

In response to the Disability Act 2016, the Management team and Governing board is constantly reviewing how the school can be made more accessible for disabled children.

SEN Policy – For the students with the Special Education Needs the school has a team of qualified and compassionate medical practitioners and facilitators. The infrastructure is designed accordingly. The assessment policy has been laid out in consonance with the suggestions and international practices. Since these SEN students are integrated with the main stream students the teachers are trained and advised from time to time to design the formative and summative assessments in a way that aids learning, risk taking, and a sense of inquiry and reflection in these students too. A psychological center (Prafulta), on the Don Bosco campus supports with academic and behavioural interventions as required. The infrastructure is equipped with resource rooms to support the SEN program.

➤ **Summary:**

In our school the teaching and learning, achievements, attitudes and well being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Promotion Policy

Promotion or retention of students in the elementary and middle school will be based upon achievement as measured by the teacher and assessments. Students will be promoted when they have demonstrated the capability to profitably learn at the next grade level.

Automatic Promotion to the Next Grade:

Students will be promoted to the next grade if they meet the following criteria:

- 40% of average grade functioning in reading, writing, language arts, Mathematics and Inquiry
- No more than 15 days absence during the course of the year, and
- Appropriate social, emotional, and physical well-being and adjustment
- Should be able to express using minimum language

Retention:

Students who do not meet the criteria for automatic promotion shall be retained.

Parental Notification and Intervention:

Parents of students at risk of not being automatically promoted shall be notified as soon as possible and shall be requested to meet with appropriate school officials to discuss and implement appropriate mitigation strategies.

The school will use a comprehensive process of review when a student is at risk of retention. Teachers and SEN department who have concerns regarding students at risk of not being automatically promoted will compile the following documentation to assist in making an informed decision regarding appropriate placement for the student:

➤ Retention/Promotion Checklist

- Grade level accomplishment list
- Complete review of academic grades
- Student profile
- Achievement testing/Unit testing (Reading and Math)
- Assessment samples (Formative and Summative)
- Samples of writing
- Attendance and discipline records

Upon review of the assembled data, the management may prescribe intervention measures to assist in avoiding retention.

Members of the committee:

- Fr. Crispino D'souza
- Fr. Savio Silveira
- Ms. Meena Saldanha
- Ms. Aruna Shetty
- Ms. Gladys Gonsalves
- Ms. Bindu Chheda

Next review: 2018 May