



## **INCLUSION POLICY**

### **Inclusion Philosophy-**

Differences and diversities are central where all students enrolled should receive meaningful and equitable access to the curriculum.

### **Objective -**

- To reach at the level of each and every one to make them feel successful at every step of Learning.
- To ensure maximum inclusion in a class room setting to give maximum exposure at class room level.
- To include one and all in a classroom setting with differential curriculum support.
- To modify teaching methodology to suit each one's level.
- To provide curriculum with accommodations and Intervention.
- To ensure accommodations and interventions for learners with mild Specific learning disability and other problems like hearing/Visual impairment, Autism Spectrum/ ADD following main stream curriculum.
- To use instructional strategies: Modifying the instruction style that is changing teaching methodology with help of a special educator in class.
- To modify evaluation style (Accommodations Strategies)
- To consider verbal response along with written assignment.

### **Implementation of Inclusion Policy:**

The school provides inclusive environment and individualized attention. The environment is barrier free and professionals and students are sensitized towards each other's needs and strengths.

Teachers and parents of learners with learning support requirements are being empowered and oriented to work for their betterment.

### **Steps followed to Make Inclusion Successful:**

- Flexibility in Admission Policy.
- Learners with mild ADD/ADHD/Specific learning disability and other mild difficulties

will be included in mainstream classes for academic input at grade level with intervention, accommodation and adaptations.

- Monthly plans will be implemented in collaborative teaching and adaptations of the curriculum will be done as per need.
- Learners with moderate needs will be integrated with grade level classes for activities and will be pulled out to transact the academic curriculum at their level.
- Learners with mild Autism will be included with attached special educators and an integrated early intervention programmes will be provided to benefit them.
- Functionally adapted curriculum integrated with life skill training programmes and maximum exposure in mainstream classes will be provided to learners with moderate to severe needs, if any.
- Smooth transition can be planned as per the learner's needs and as per CBSE guidelines
- Learners with socio emotional difficulties will be counselled and guided.
- Sensitization Activities to prepare the environment for their acceptance in an Inclusive set up.
- Empowerment of all the faculty members by holding in house training programmes and hands on workshops on strategies to teach children with different difficulties.
- Universal Designs of learning
- Modifying teaching methodology and the evaluation style to accommodate each child in an Inclusive set up.
- Regrouping of subjects and exemption from third language.
- Life skill training is implemented through projects.
- Regular guidance and counselling are provided to support them.

#### **Inclusion Practices:**

- Observation by teachers
- Referral system
- Informal-formal assessment
- IEP's / work plan for each learner
- Support in the classroom in collaboration with teachers.
- Modified academic plans to be documented regularly
- Collaborative Teaching--- A model at practice
- Best Practices--- Multi sensorial, Project based learning, Differential Learning
- Academic Pull outs—As per the need of the child
- Intervention/ Adaptation/ Accommodation to make the Curriculum Content, Teaching Methodology, and Evaluation more accessible for each and every student
- Counselling—For Socio Emotional Guidance
- Sensitization activities-Empathy building activities for everyone.
- Support is given to children in form of accommodation and exemptions.

### Different Parameters of Inclusive education:

- Infrastructure Adaptations to make environment Barrier free
- Empowerment of environment and professionals working
- Empowerment of peers and parents
- Early intervention-By a team of professionals
- Giving an opportunity to each learner with learning support requirements to be inside the class room as per their chronological age.
- Universal Designs of Learning-Curricular Teaching methodology to meet needs of individual with different needs and strengths
- Curriculum adaptation
- Collaborative Teaching
- Sensitization Programme
- Accommodation and compensation-By specific education curriculum boards
- Guidance and counseling

**Outcome:** opportunity to study with their peers in an Inclusive classroom and getting support to maximize the learning process. These learners are able to achieve their full potential when supported in mainstream set up.

- Learner's abilities can be enhanced and learning is fostered when supported.
- Identified learners get support to achieve their potential due to physical, emotional, motivational and social factors or specific learning difficulties; Learners are identified at the earliest.