

# **SUNSHINE WORLDWIDE SCHOOL GOA.**

## **INCLUSION POLICY DOCUMENT**

### **IB Mission 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 organisation works with schools, governments, and international organisations 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. (IBO, 2014)

### **SWS Mission Statement:**

Sunshine Worldwide School (SWS) is dedicated to delivering top-tier education that nurtures academic prowess, fosters intercultural comprehension, and enhances language proficiency. Embracing the International Baccalaureate, our language policy is designed to cater to the varied linguistic requirements of our students, champion multilingualism, and guarantee fair access to the curriculum for all learners.

### **SWS Vision Statement:**

Sunshine Worldwide School is dedicated to providing education that is both relevant to life and imbued with values, aimed at preparing children to adapt creatively to future challenges. Our goal is to cultivate a new generation of global and compassionate achievers, whose skills contribute to a world that is unconditionally happy and respectful of nature and diversity.

### **Inclusion Philosophy:**

Philosophical Foundation for an Inclusion Policy

#### 1. Equality and Equity:

- Equality: All learners have equal access to resources, opportunities, and education at Sunshine Worldwide School.
- Equity: We recognize that different learners have different needs. Provide personalized support to ensure all students can succeed, thus levelling the playing field.

#### 2. Respect for Diversity:

- Celebration of Differences: Sunshine Worldwide School views diversity as a strength. We celebrate differences in culture, ability, socio-economic background, gender, and other characteristics.

- Cultural Competence: We encourage awareness, understanding, and appreciation of different cultural perspectives and practices within the school community.
3. Social Justice:
    - Addressing Inequalities: We at Sunshine Worldwide School actively work to identify and eliminate barriers to learning and participation.
  4. Holistic Development:
    - Academic and Personal Growth: Sunshine Worldwide School focuses on both the academic achievements and personal development of each child.
    - Well-being: We prioritize the physical, emotional, and mental well-being of all our learners.
  5. Collaboration and Community:
    - Partnership with Families: One of our main goals is to engage families as partners in the educational process.
    - Community Involvement: We have always believed in building strong ties with the broader community to support inclusive practices.
  6. Universal Design for Learning (UDL):
    - Flexible Learning Environments: We design curriculum and learning environments that accommodate the diverse needs of all students.
    - Multiple Means of Engagement: We provide various ways for learners to engage with the material, express their knowledge, and stay motivated.
  7. Continual Reflection and Improvement:
    - Reflective Practice: Sunshine Worldwide School regularly reflects on and assesses the effectiveness of inclusion policies and practices.
    - Professional Development: We provide ongoing training for educators to equip them with the skills and knowledge to support diverse learners.

## **Practical Steps for Implementation:**

1. Policy Development:
  - We have formulated clear policies that outline the school's commitment to inclusion.
  - We ensure our policies comply with the best practices in education.
2. Inclusive Curriculum:
  - Our curriculum reflects and respects the diversity of the student body.
  - We incorporate materials and perspectives from various cultures and backgrounds.
3. Accessibility:
  - We ensure physical, academic, and technological accessibility for all Learners.
  - We provide necessary accommodations and modifications to support individual needs.
4. Training and Support:

- We provide training for educators and staff on inclusive practices and cultural competence.
- We have established support systems such as counselling, special education services, and peer mentoring.

#### 5. Monitoring and Evaluation:

- We have Implemented mechanisms for regular monitoring and evaluation of inclusion practices.
- We believe in gathering feedback from all our stakeholders: students, parents, and staff to inform continuous improvement.

#### 6. Creating an Inclusive Environment:

- Our aim is to foster a school culture that promotes kindness, respect, and a sense of belonging for every student.
- As such, we address bullying and discrimination promptly and effectively.

By grounding the inclusion policy in these philosophical principles and practical steps, we aim at creating a nurturing environment where every child has the opportunity to thrive.

### **Aims and Purpose of the Inclusion Policy:**

- Every child has the right to learn.
- Each child has a unique learning style and different learning needs.
- Schools should provide a platform where each child's individual potential can flourish.
- Sometimes, a regular classroom cannot provide the best learning environment for every child. Considering the uniqueness and needs of each child, there is a need for parallel learning options.

### **What is Inclusion?**

Inclusion is more than just placing a child in a classroom; it aims to help the child grow in all areas, including social, communication, academic, and motor skills. The goal is to develop confident, independent individuals with high self-esteem who can contribute to society.

### **Learner Enrollment Based on Support Needs: Criteria and Conditions:**

Children are enrolled based on the level of support they need, rather than being labeled by their disability. These are students who do not achieve grade-level performance as determined by their class teacher after at least three months of observation.

This also includes children who have certified documentation for the following conditions:

1. Learning disability
2. Down syndrome
3. Autism
4. Intellectual disability
5. ADHD

Children with ESL (English as a Second Language) are supported by the same department. Effective language learning strategies are provided through experiential learning. Since learning involves both cognitive and emotional aspects, children in the Language Immersion Program (LIP) will learn language in a fun way. This program is available for classes 2, 3, 4, and 5.

Mastering a language is also a social process. Therefore, LIP incorporates activities with props and peer interactions, allowing children to learn from each other. LIP will recreate a natural environment where children will explore all four areas of language—Listening, Speaking, Reading, and Writing—through incidental learning.

## **Barriers to Learning:**

1. Physical Barrier - Infrastructure
  - Poor or inadequate facilities and resources.
2. Social Barrier - Attitudes and Acceptance
  - Parents may deny or not accept their child's challenges.
  - Teachers may struggle to accept and support the child as they are.
3. Psychological Barrier
  - Lack of proper guidance for children with special educational needs (SEN) in schools.
  - Unavailability of a suitable curriculum to meet the child's needs and understanding.

## **Who is responsible for removing the obstacles to learning?**

All stakeholders – students, parents, educators, and the management – are responsible for removing barriers to learning and creating an environment that supports the child's overall development based on their abilities.

## **Teaching and learning for Inclusive Education at Sunshine Worldwide School:**

Sunshine Smile (SNS) focuses on inclusive education under the umbrella of an NGO associated with SWS. Here's an overview of its philosophy and approach:

**Principles:** SNS operates on principles of access, equality, equity, Response to Intervention (RTI), Universal Design of Learning, and a rights-based model.

**Goals:** The organization aims for both academic and social inclusion, especially for differently abled learners, focusing on their capacity building.

**Collaborative Teaching:** SNS promotes a collaborative teaching model where regular and special educators are together.

**Learning and Social Behavior:** It recognizes the link between learning and social behavior, emphasizing their interconnected nature.

**Whole School Approach:** SNS creates a supportive learning environment through a whole school approach.

**Methodology:** It follows a systematic, evidence-based approach to education.

**Learner-Centric:** SNS focuses on the individual needs of learners, promoting their active participation and understanding of their learning process.

**Transition Planning:** It supports learners through transitions from early childhood to adolescence and adulthood.

**AIM Approach:** SNS assesses, intervenes, and monitors the progress of learners systematically.

**Metacognitive Strategies:** It uses strategies to help learners develop their thinking skills and understand the purpose and process of their learning.

**Curricular Adaptation:** SNS plans goals using a 9-point format over three-month periods.

**Art and Vocational Emphasis:** It utilizes art and vocational programs to explore learners' potential.

**Learning Styles:** SNS tailors interventions based on the learning styles of individual learners.

**Assessment Methods:** It employs non-traditional assessment methods such as drama, projects, and group discussions to evaluate learning.

**Interventions:** SNS provides academic and holistic interventions across various domains: academics, social skills, communication, motor skills, and daily living activities.

**Intensive Support:** For learners needing more intensive support, SNS offers specialized interventions.

**Fluid Model:** Successful learners are encouraged to transition back to regular classes.

**Training and Sensitization:** SNS conducts ongoing training programs for special educators and workshops for regular teachers on Universal Design of Learning.

Parental Involvement: It maintains regular communication with parents to update them on their child's development.

Counselling and Wellness: SNS provides counselling for educational, psychological, and emotional support, alongside wellness programs addressing gender and puberty-related issues.

## **Sunshine Smile offers support based model for intervention:**

After three months of intensive activities with learners and special educators in both classroom and learning center settings, we have developed a support-based model to create the most beneficial inclusive environment for learners.

Sunshine Smile's inclusion principle focuses on giving learners the maximum opportunity to participate in regular classes with regular teachers and peers. Support is provided through specialized resources and additional interventions from special education. So far, we have identified three types of support-based interventions.

<b>Level</b>	<b>Degree of Support</b>	<b>Sessions Given</b>
A	Minimum	Co-teaching PAR
B	Moderate	Co-teaching PAR with additional sessions (twice a week)
C	Intensive	Co-teaching · PAR · Enrichment sessions(twice a week -1-1,50 minutes)

### **A. Learners requiring intensive support – Level C**

These learners will receive extensive support in academic areas to develop basic skills in language, math, and concepts.

For the initial three months:

- The content will be simplified compared to the grade level.
- The difficulty level of language, concepts, and math will be much lower than the grade level.
- Special education support will be increased and provided by special educators from Sunshine Smile.

- Time will be spent exclusively with these learners in the Sunshine Smile learning center. There will be two sessions a week for each subject. Enrichment sessions will be given during the subject classes to help bridge skill and knowledge gaps.
- Teaching and evaluation will be flexible based on the learner's response. Alternative assessments, such as performance-based assessments using dance, drama, art, and music, will be used. A rubric will be designed accordingly.
- Learners will attend all regular classes and will also spend additional time at the Sunshine Smile learning center during the periods assigned to them.
- Since the learners' language, concept, and math skills are significantly below grade level, alternative goals will be set as needed.
- A substitute curriculum will be designed accordingly.

## **B. Learners requiring Moderate support – Level B**

These students will receive moderate support in their academic areas. They will have additional sessions twice a week. They will fully participate in all regular classes during the other sessions. Students will come to the Sunshine Smile learning center only during their assigned PAR time. Instructional objectives will be based on their knowledge and understanding.

## **C. Learners requiring Minimum support – Level A**

These students will receive minimal support. They will follow the same content as their grade level. They will only attend during their assigned PAR period. The difficulty level of language, concepts, and numbers will match their grade level. Instructional objectives will be based on their knowledge and comprehension.

## **C. Collaborative effort by Special Educators and other faculty:**

### **Co-Teaching Program**

Classroom Visits by Special Educators:

1. Special educators visit each regular class with SMILE (Special Education Needs) children to:
  - Observe teacher-learner interactions.
  - Observe learner-peer interactions.
  - Understand the teaching-learning process.
  - Identify strategies that can be adopted to support learners.
  - Collect keywords for colleagues to use for language development.

### **Collaborative Teaching Sessions:**

2. At least two regular classroom sessions are dedicated to collaborative teaching, where assistant teachers and special educators work outside the classroom with learners requiring additional support.

3. One session is dedicated to reverse collaborative teaching, where assistant teachers visit the learning center during PAR (Planning and Reflection) time and perform co-teaching using strategies specifically tailored for the learners.

### **Co-Teaching Head:**

4. A co-teaching head is appointed to oversee all primary and secondary classes. They communicate findings to colleagues to help them create effective programs for learners during remedial sessions.

### **Mentoring Cycle:**

Mentors in the School System:

1. Mentors are identified within the school system to:
  - Familiarize special educators with the Primary Years Programme.
  - Provide inputs on graphic organizers.
  - Provide inputs on Listening, Speaking, Reading, and Writing (LSRW) across the school.
  - Familiarize special educators with basic counseling techniques.
  - Familiarize special educators with the FLASH curriculum for socially appropriate behavior related to puberty for SMILE learners.
2. Specific individuals are designated to be mentored by these mentors. These individuals will then become mentors for others.

### **D. Collaborative effort by Special Educators and School Counsellor:**

Special educators and the school counsellor work together as a team on common themes. They create posters to raise awareness on various issues, organize assemblies, hold workshops, and collaboratively address learning difficulties and behavior issues.

### **The following services are offered by Sunshine Smile with respect to Shadow Teacher:**

1. Sunshine Smile will observe the child and the shadow teacher in the classroom three times a week for the first month, then once a week for the next two months. This is to understand the child's interaction with the teacher and the shadow teacher's methods of including the child in the environment.
2. The shadow teacher will receive a 30-minute training session from Sunshine Smile three times a week. The training will cover teaching strategies, behavior management, and goal



setting in an inclusive setting. These sessions will take place in the afternoon during the child's nap time.

3. The shadow teacher will submit a weekly report on the child's progress in curricular and extracurricular areas. This report will follow a format provided by Sunshine Smile.
4. The shadow teacher will prepare specialized resources as needed, based on the child's learning needs. Sunshine Smile will specify the requirements, and the shadow teacher must request these resources at least a week in advance. The shadow teacher will maintain an index of the resources prepared. The school will finance these resources, which will become school property once the child no longer needs them.
5. The shadow teacher will visit the child's home at least once a month and submit a report to Sunshine Smile.
6. Sunshine Smile will hold a monthly meeting with the shadow teacher, the wing head, and the child's parents to discuss responsibilities and satisfaction levels. The regular teacher should also attend to provide feedback on class dynamics.
7. The child will remain in the regular classroom for all curricular and extracurricular activities as much as possible.
8. The shadow teacher must get prior approval from Sunshine Smile to use a pull-out model for any academic subject. Pull-out models should not be used for curricular areas.
9. The shadow teacher is responsible for setting goals, planning, implementing strategies, and monitoring the child's progress in personal, social, communication, and recreational areas. A separate Individualized Education Plan (IEP) must be submitted to Sunshine Smile, following their provided format.
10. The shadow teacher will be with the child at all times, either in an obvious or subtle manner. Documentation work can be completed on Saturdays when the child is not attending school, and the data should be uploaded to the Google Drive folder provided by Sunshine Smile.
11. Sunshine Smile will give the shadow teacher access to a Google Drive folder. The shadow teacher needs to maintain three subfolders and upload them each Saturday:
  - Folder 1: Weekly planning and performance sheets.
  - Folder 2: Resources prepared by the shadow teacher.
  - Folder 3: Documentation of the child's interactions with peers and teachers in the class.

**Our Commitment to IB standard and practices pertaining to learning support policy:**

## **Philosophy**

A9. The school ensures that all students can access the IB programme and its philosophy.

## **Organization**

B1:5. The school creates and follows policies and procedures that support the programmes.

B2:8. The school provides support for students with learning needs and also supports their teachers.

## **Curriculum**

C1:6. Teachers plan and reflect together, considering the different learning needs and styles of students.

C2:8. The written curriculum allows students to reflect on human commonality, diversity, and multiple perspectives.

C3:6. Teaching and learning cover human commonality, diversity, and multiple perspectives.

C3:10. Teaching and learning are adjusted to meet the different learning needs and styles of students.

C3:14. Teaching and learning create a stimulating environment based on understanding and respect.

C3:15. Teaching and learning encourage students to show their learning in various ways.

## **Identification of learning support needs during the IBCP admission:**

The admission process at Sunshine Worldwide School follows the Inclusion policy. During admission, candidates and their parents need to submit previous school records and any medical documents that show the child needs learning support. The admission panel reviews these documents to ensure we can provide the necessary support.

If a student is identified as needing learning support based on a diagnostic report, the School Counsellor and CRS educators will assess the student. They will then provide a report with their findings and recommendations to the Admissions Panel. The student's learning needs and diagnosis are discussed with the School Counsellor, school management, and other relevant staff. Finally, parents are informed the best strategies to create an all-inclusive learning environment for the child.

Sunshine Worldwide School's inclusion policy is also a testament to its commitment to embracing diversity and fostering a safe, inclusive environment for all students, regardless of

their backgrounds or cultures. At the heart of this policy lies a proactive approach to understanding and celebrating the unique identities that each student brings to the school community. By promoting cultural awareness through curriculum integration and extracurricular activities, the school ensures that students not only learn about diversity but also experience it firsthand in their daily interactions. Classroom settings are designed to be supportive and respectful, accommodating various learning styles and language abilities. Moreover, the school actively engages families in the educational process, recognizing the crucial role of home culture in a child's development. Through these initiatives, Sunshine Worldwide School not only educates but also nurtures young minds, preparing them to thrive in a globalized world where mutual respect and understanding are paramount.

## **Differentiated learning:**

Sunshine Worldwide School's inclusion policy supports diverse learning needs among its students. By welcoming learners from various backgrounds, the school creates an environment where everyone can thrive. They use personalized teaching and support to help each student develop their strengths. The policy ensures that all students receive the necessary accommodations and resources for academic and social success. Additionally, the school uses different ways to assess students that match their learning styles and abilities, ensuring fair evaluation of their progress. This approach enriches the learning experience and fosters a sense of belonging and achievement for all students. Sunshine Worldwide School prepares its students to succeed in a global world by embracing diversity and promoting inclusive practices that value empathy, understanding, and individuality.

## **Inclusion and Assessment:**

Students identified with learning difficulties at admission are allowed certain adjustments such as extra time, use of technology, breaks, and ensuring teachers accommodate their needs. These adjustments also apply during assessments throughout the year, as needed.

SWS conducts assessments to identify students' strengths and needs, providing necessary support for accessing the curriculum.

The Head of School may permit the following exam arrangements without prior authorization from the IB Assessment center:

- Taking exams in a separate room if needed.
- Arranging appropriate seating.
- Having an assistant present, if necessary (who cannot be another candidate or a relative).
- Using aids during exams for those who typically use them.
- Providing instructions through a communicator for candidates with hearing impairments.
- Allowing magnifying devices like glasses or line magnifiers for candidates with vision issues.
- Giving additional time for assignments during the program without IB authorization.

## **Certain accommodations during examinations require prior approval from the IB:**

Assessment center:

- Extra time allowance
- Use of speech recognition software
- Use of a reader
- Assistance from a practical helper
- Choice of font, text, or background colors
- Support for speech and hearing needs
- Other reasonable adjustments

## **Standards and Practices in accordance with IB guidelines:**

- A: 9 The school supports students' access to IB programs and their educational philosophy.
- B2:8 The school supports students with learning or special educational needs, as well as their teachers.
- C1:6 Collaborative planning and reflection include adjustments for students' learning needs and preferences.
- C3:10 Teaching adapts instruction to meet the diverse learning needs and preferences of students.

## **Roles and responsibilities of all stakeholders for the implementation of Inclusion Policy:**

### **School Responsibilities:**

- Update inclusion policies and procedures.
- Support team during parent-teacher meetings as needed.
- Communicate learning support procedures to staff.
- Track student progress in the Learning Support Programme.

### **IBCP Coordinator Responsibilities:**

- Communicate access arrangements to students, parents/guardians, and staff.
- Provide inclusive assessment arrangements and request examination accommodations.
- Work with parents/guardians, students, school counselors, and teachers to gather and submit necessary documentation for requested arrangements.

### **Educator Responsibilities:**

- Identify struggling learners and refer them to counselors or the IBCP coordinator.
- Implement recommended interventions from counselors and IBCP coordinators.
- Maintain accurate records of student progress and provide appropriate support.

**Parent Responsibilities:**

- Inform the school about their child's learning needs during admission.
- Submit required documentation for IBO accommodation requests.
- Actively participate in their child's education.

**Student Responsibilities:**

- Actively participate in classes and meetings.
- Follow IB policies and procedures.
- Respect others' rights and not discriminate based on gender, caste, or creed.

ANNEXURE – A

<b>Flexibility in duration of examination, course or deadline</b>	<b>Authorization required?</b>
Access to additional time	Yes
Extra Time	Yes
Rest Breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

<b>Flexibility in the presentation of the examination or input.</b>	<b>Authorization required?</b>
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness).	No

<b>Flexibility in method of response</b>	<b>Authorization required?</b>
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

<b>Use of human assistance</b>	<b>Authorization required?</b>
Care assistant	No
Prompter	No
Communicator	No
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions.	No
Designated person to name colours (for students with colour blindness).	No

<b>Non-standard flexibility for an individual student.</b>	<b>Authorization required?</b>
Access to reasonable adjustment	Yes

## **Review of Language Policy:**

Each year, Inclusion policy undergoes a thorough examination, typically conducted towards the end or beginning of the academic session. Facilitators from various programs engage in collaborative discussions to assess its effectiveness. The Steering committee members, along with respective coordinators and the Principal, utilize the outcomes of these discussions to revise the policy as needed. This revision process ensures alignment with updates from entities such as the IB and relevant local, state, or national governing bodies. Once revised, the policy is promptly disseminated to the school community for awareness and adherence.

### **Policy Review Timeline**

April 2021

April 2022

April 2023

April 2024 as per program review cycle.

October 2024, will be revisited.

### **Review team:**

- Principal  
Mr. Anil Kashyap
- Counsellor  
Ms. Preethi Pereira
- Programme Coordinators  
PYP – Ms. Patricia Britto  
CP – Mr. Sandeep Doifode

**Steering Committee Members:**

- Director - Ex-officio member.
- Administrator - Ex-officio member.
- Headmistress - (Primary & Pre).
- IB PYP coordinator.
- IB CP Coordinator
- English Liaison

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