

Learning Alliance International

Inclusion Policy 2026

PYP | MYP | DP | CP



Special Educational Needs / Inclusion Policy

We, at Learning Alliance International, believe that all learners have unique needs that should be considered in order to help them meet or exceed their academic and non-academic potential. To provide access to the IB program in our school, we endeavor to apply approaches and support systems that address the individual needs and varied learning styles of students, including those identified with special needs (special education, gifted and talented) so that they can be fully integrated and included in learning of the programme.

Students with Special Education Needs (SEN) will be entertained only with an assessment report from a certified psychologist/psychiatrist. In case there is no report, the Principal/IB Head has the authority to inform the parents to have the child assessed. **(Reference: Registration and Admission procedure Manual)**. All students who are referred, or who are suspected of having special needs, are subsequently assessed, the data collected provides a profile of the students and helps to diagnose their particular needs. With the help of this information, the relevant stakeholders work collaboratively with the respective Programme Coordinator to determine what strategies can be implemented to best address each student's individual needs.

A databank of the names of students recognised as needing support or having special needs is maintained. This includes anecdotal and test results, which may be used to support the planning of their learning spectrum. Relevant information is routinely disseminated to classroom teachers, the Programme Coordinator, the parents and any other person involved in the academic learning of the student. Regular meetings and case conferences are held with the Principle/IB Head, Programme Coordinator, School Counseling Department, Homeroom/Subject teachers, parents and EA and Shadow teachers in order to address the specific needs of the identified students.

Admission Arrangements for Students with SEN:

The admissions arrangements for students with SEN fall within the usual admissions procedures for all students to the school. The School may request parents, under certain circumstances, to fund an Educational Assistant E.A. till grade PYP V or a Shadow Teacher to support their child, so they may be offered a regular placement.

There are 3 types of needs where this may be necessary:

- Health and personal care needs

Students whose health or personal care needs are such that they cannot safely access or participate in school without an EA / Shadow Teacher support. This support may not be required at all times the student is at school but may be required as and when the need arises. EAs undertaking this work may require to have specialised skills. An example would be a student with some physical disability who needs assistance with toileting and eating while at school.

- The safety of students and staff.

Students with SEN and/or a disability whose behaviour may pose a threat to their own, other students or staff members' safety and who require ongoing support to manage this behaviour in the school setting. This issue may arise only in the context of particular curriculum areas (e.g. P.E.) or it may be more pervasive and affect all aspects of the student's life at school. Educational Assistant will stay with the student in and outside the classroom to monitor and aid the student where required.

- Curriculum access.

EAs / Shadow Teacher may be used to support a student in accessing the curriculum. This support may take a variety of forms. It may involve working with a student in a small group or large class to facilitate their participation in teaching programme. For instance, the EA / Shadow Teacher may support students in accessing texts or in developing written response; they may assist students in remaining focused and on task or the EA / Shadow Teacher may work with students developing appropriate social skills.

What are Special Educational Needs (SEN)?

1. Learning Difficulty:

'Learning difficulty' implies that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. The reading disability (Dyslexia), mathematics (Dyscalculia) and writing disability (Dysgraphia) are all examples of learning difficulties. There is a broad spectrum of advancement within these special needs. The school requires a formal assessment by an external body to assess the child. Parents are advised to seek an external diagnosis/treatment to submit to the School Counseling Department.

2. Physical Disability:

'Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities.' The school building is inclusive with ramp access to wheelchair, elevators and an on campus Doctor on duty with a fully equipped clinic. Though to facilitate the complete needs of such students, we look to further develop our accessibility facilities through a continuous process.

3. Emotional or behavioral difficulties

Emotional disturbance describes a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affect a child's educational performance: Teachers routinely observe student behaviour and write regular reports about conduct, and children exhibiting emotional difficulty are given careful attention by the staff and School Counseling Department. Preliminary stages of emotional and behavioral difficulty may be managed by a school psychologist/counselor, but advanced stages (as deemed so by the school) require an external diagnosis/treatment.

4. Sensory Impairments

Hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

5. Speech and Language difficulties

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

6. Medical Conditions

Someone who has been diagnosed with a chronic medical ailment e.g. Diabetes, Asthma, Thalassemia, Epilepsy, heart condition, etc. and might require support by the school advocates.

7. Gifted or Talented (GT)

The term Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group within their particular programme.

INCLUSIVE ACCESS ARRANGEMENTS:

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.' **(Removing Barriers to Achievement, 2004)**

In order to embed an inclusive ethos within our school, this policy links closely with all other policies in supporting pupils, including those with Additional Needs who may also have Special Educational Needs e.g. Gifted and Talented (G&T)/English as an Additional Language (EAL) i.e. A pupil may be gifted or talented in one area yet have communication difficulties of varied severity. The policy also extends to additional needs with regard to disabilities or temporary injuries.

Students with SEN receive differentiated instruction to facilitate their learning and assimilation into the regular class. Also, extra time may be given to complete their internal assessment tasks. At the time of registration for eAssessment/DP examination, the school may write to International Baccalaureate to facilitate SEN students under the umbrella of 'inclusion'. In the case of diagnosed SEN students, inclusive access arrangements include differentiated instruction, assistive technology or scribes, extended time in assessments, and alternative formats for coursework or examinations. These arrangements are personalized to meet each student's learning needs and help create an equitable and supportive educational environment in line with IB standards and practices.

Our SEN policy guides our practice:

- To intervene early, when students begin to struggle with learning, in order to prevent them from falling behind academically.
- For teachers to design the optimal learning experiences for all students, including all those who have special education needs.
- To validate and enhance the efforts of our faculty members to meet the educational needs of all students.
- To define the roles and shared responsibility of each stakeholder (staff, students, SCD and parents)
- To define the structures and systems needed to support all students.

A step by step log of progression of learning is maintained by the Programme Coordinator who works with the Language Teachers and School Counseling Department to map out the differentiated learning needs of the students and chalks out a plan to address them.

The IB Programme at Learning Alliance International is a framework for providing high-quality instruction and learning experiences based on the following concepts:

1. All students receive high-quality, research-based instruction within the classroom.
2. All students' progress is frequently monitored to celebrate student achievement and gauge the effectiveness of the curriculum.
3. A multi-tiered intervention programme is in place and used to efficiently differentiate instruction and to maximize the learning potential of all students.

TIER 1: Provide all students with high-quality inquiry based class-room instruction and ensure that their difficulties are not due to inadequate instruction or curriculum. All students are screened on a periodic basis to establish both academic and behavioral baselines and to identify struggling learners. Such students are given intensive group-based tasks according to their ability levels.

TIER 2: Students who are continuously not making adequate progress in their ongoing assessments and classroom observations are referred to the (SCD) School Councelling Department or an external source for further investigation taking the parents into confidence.

TIER 3: At this level students receive their **IEP-Individualized Education Program** that targets the student's special needs. The IEP is usually implemented for a minimum of approximately 8-10 weeks, however, it can be extended depending on the outcome/ result of various assessments scheduled over a period of time.

- IEP is designed for students till PYP V
- IEP is developed by multi disciplinary educational Team of the school. (This team constitutes the Principial/IB head, Programme coordinator, Teaching staff, EA, shadow teachers, SCD and parents.)

****Students under SEN will have flexibility in the age bracket up to a maximum of twelve months (Reference Admission and Registration procedure Manual page 5)***

POLICY FOR SHADOW TEACHERS

- If the Student Counseling Department feels that a student from Playgroup – PYP III may require assistance in order to integrate with the rest of the students in class, they will inform the parents that a Shadow Teacher may need to be employed.
- Shadow Teachers will be employed by the parents, and will not be an employee of Learning Alliance International, therefore they will not be on the school payroll. Upon informing the parents that the child needs a Shadow Teacher, the parents must comply with the request. Otherwise, the school may not be liable to keep the child enrolled.
- The Shadow Teacher must be interviewed and approved by the Student Counseling Department before they are allowed to assist the student on campus. The SCD will also train the Shadow Teacher accordingly. If the SCD believes that the Shadow Teacher is no longer suitable for the role, they may ask the parents to employ another teacher for the child's assistance.
- Shadow Teachers are only to assist students up to Class III. They may then be weaned off by Class IV. No similar accommodations will be made for students from Class V onwards.

Responsibilities

- The Shadow teacher is entirely responsible for the child's safety and wellbeing
- They must be present with the child on campus at all times
- They must provide the SCD with regular updates and receive feedback from the School Psychologist

Parental Input:

Parents are welcome at all times to discuss their child's progress. The initial concern about the child's progress will be intimated by the homeroom teacher. All outside agents such as Educational Psychologists, Advisory Teachers, Speech Therapists, Psychiatrists and Physiotherapist may become involved and liaise with parents either themselves or through the school. All parents may be informed of the school's Special Educational Needs policy which is available online on official LAI website. Through the Individual Education Plan (IEP) we promote student growth and development by collaborating with the stakeholders (families, staff members and community).

Review:

The Special Educational Needs / inclusion policy is reviewed at staff coordination meetings, management meetings, at sessions with the parents and by the SCD - School Counseling Department. The Learning Alliance International Inclusion Policy for the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP/CP) is formally revisited and reviewed at the commencement of each academic term.

LEARNING ALLIANCE INTERNATIONAL

Primary Years Programme - PYP I-V
Middle Years Programme - MYP I-V
Diploma Programme - DPI-DPII
Career-related Programme - CP I-CPII

SEN REFERRAL FORM

Name of Pupil: _____ D.O.B. Age: _____

Year Group: _____ Name of School: _____

Persons contributing to this Record of Concern:

Name: Position: _____ Name: Position: _____

Name: Position: _____ Name: Position: _____

Name: Position: _____ Name: Position: _____

Area(s) of concern:

- Cognition and learning difficulties
- Emotional, behavioral and social difficulties
- Communication and interaction difficulties
- Sensory difficulties
- Physical/medical difficulties

Brief description of difficulty:

Evidence of the pupil's performance with reference to criteria:

Details of strategies which have been used with this pupil within ordinary differentiated provision

(These might include individual and group support within the ordinary classroom from staff/other adults, reward systems, alternative resources for this pupil, teaching styles matched to need – see SEN POLICY for guidance on differentiation):

Details of outcomes and successes in response to these strategies:

Note of discussion with pupil (where appropriate):

Note of contact/discussion with parents/guardians:

External agencies involved (if any):

Action following discussion with the School Counselor:

Remain within ordinary /differentiated curriculum

ORDINARY DIFFERENTIATED

Move to School Action. Place pupil on SEN Register and draw up and IEP

YES NO

PYP/MYP/DP/CP Coordinator's Signature

IB Head's Signature