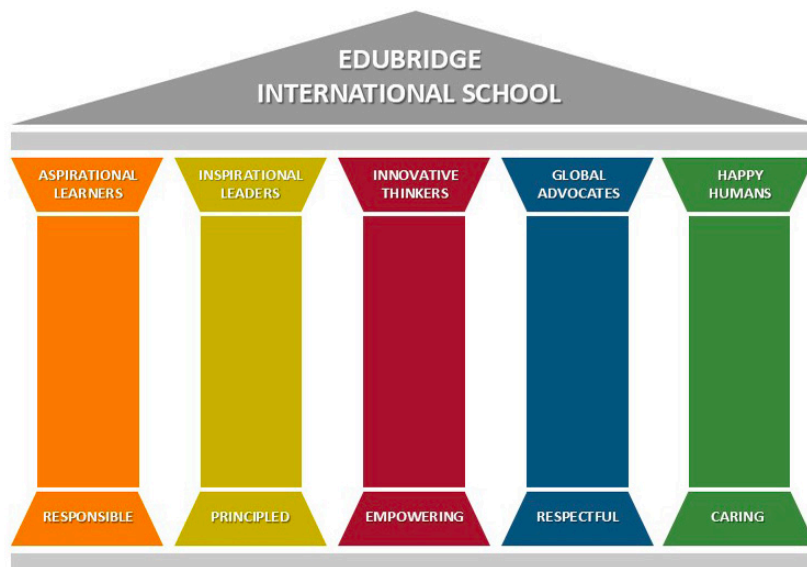




EIS Inclusive Education Policy



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
 Inspirational Leaders
 Innovative Thinkers
 Global Advocates
 Happy Humans

EIS Mission

*Providing well-being
 and high-quality learning
 in pursuit of varied success
 and a better world for all*

EIS Core Values

Empowering
 Caring
 Principled
 Respectful
 Responsible



Purpose:

Edubridge International School's Inclusion Policy states its firm commitment towards supporting the varied learning needs of its diverse group of students. EIS understands that some students may need specialized assistance at different stages and for different lengths of time. This policy highlights the measures undertaken by the school to cater for the special education needs of its students to the best of its ability. This policy is intended for prospective parents and students, the administrative staff and teachers of EIS, and any accrediting or governmental authorities.

Status of the Inclusion/ Special Education Needs Policy:

The Inclusion Policy is a "living document," i.e. it is continuously evolving and is informed by updated research, best practices, external requirements, and discussions within the school. The Inclusion Policy is being written, revised, and edited by the Well Being Committee in collaboration with the school community.














Philosophy:

Edubridge International School is an inclusive learning environment, and it acknowledges the fact that students have different strengths and learning needs. Our core purpose is to help all students flourish at school - socially, emotionally and intellectually. We believe in 'equity over equality and uphold the United Nations Convention on the Rights of Persons with Disabilities. Inclusion is an ongoing process that increases access and engagement in learning for all students by identifying and removing barriers. We remove barriers through responsive teaching and Universal Design for Learning (UDL) for all and learning support for some so that each child can access the curriculum, participate on an equal basis with their peers and have an equal chance for success. Inclusion is an educational approach which is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community ([Learning diversity and inclusion in IB programmes, 2020](#)).





Our mission statement has many signals that we are an inclusive school. The school thereby counsels students and families to identify learning differences and decide the best possible course of action to continue to support the students, be it for short periods or throughout their time in school. EIS relies on specially trained teachers, other qualified staff, family members and outside experts to help students realize their full potential (Refer to the [Learning Support Manual](#) for further details).

Students with learning support requirements may need support and arrangements for both teaching and learning. Once a student with learning support requirements is enrolled in the school, suitable access arrangements are made to meet the student's teaching, learning and assessment needs during classroom instruction, related activities and tests. Access arrangements are continuously monitored to ensure they provide optimal support for the student ([Access and Inclusion Policy, 2022](#)).

Learning Support Programme Description:








-  All students admitted to EIS learn and flourish in a safe and supportive environment. All students have learning differences; however, there are some students with identified learning differences who require special services not needed by most students.
-  Enrolled Students with known or suspected learning needs may be referred for learning support services at any time by a [parent, teacher or school counsellor](#) through a referral form using the [Learning Support Guide to identifying and supporting students at EIS](#).
-  To meet the needs of students with identified learning differences, EIS has a Well-Being Department which includes Learning Specialists and Counsellors.
-  The Learning Specialists provide academic support to students with identified learning needs through interventions, accommodations, teaching adaptations, and support during pull-out and push-in sessions.
-  The Counsellors develop and deliver the Social-Emotional Learning (SEL) curriculum and support students in their socio, emotional, and behavioural needs.
-  Students with identified learning differences benefit from early intervention and evidence-based decision-making which is data-driven.
-  The Well-Being Department works with the students, families, teachers, and outside service providers to develop an [Individualized Education Plan](#) (IEP) for students with identified academic challenges and social-emotional needs.
-  Students accepted into the Learning Support Programme learn inclusively within the general classroom setting, to the extent possible, as indicated in their Individual Education Plan.
-  In some cases, a student may require substantial support from a shadow teacher and modifications to both curriculum content and instructional practices. There is a supplementary charge for this service.
-  If there is no formal evaluation but it appears that learning support services are needed, the school makes a referral for diagnostic testing from a certified psychologist. EIS maintains contact with the best [psychologists and assessment centres](#) in Mumbai and can help parents access and coordinate with the evaluation process. The cost of such an evaluation is borne by the parents.
-  The school requests consent from parents/legal guardians to conduct psychoeducational evaluations and establish inclusive access arrangements. The school maintains strict confidentiality regarding all psychological reports and assessments for students with special needs. Access to these reports is granted for teachers to plan and deliver effective interventions.
-  Inclusive schools write individualized education plans (IEPs) to help students succeed. Various acronyms are commonly used. For example, IEP: Individualized Education Plan, ILP: Individualized Learning Plan, and SSP: Student Success Plan). At EIS, we use [IEP](#) for a detailed plan and [SSP](#) for a shorter, curtailed plan, when the students have not yet been formally diagnosed for their individual needs but are displaying signs of challenges.
-  EIS actively promotes staff training about inclusion and differentiation for all its teachers.

To best meet the needs of every student at EIS, the Learning Support staff coordinates with other professionals in the areas of


-  **Admissions:** Prospective Students with documented learning needs may apply for our Learning Support Programme. Each applicant is considered on an individual basis and all available information is used to determine if the needs of the student can be accommodated within the current programme. If there is no formal evaluation but it appears to our Admissions Team that learning support services may be needed, the school will make a referral for diagnostic testing as a pre-condition for admission. All parents must agree to this at the time of admission. The Learning Support Coordinator analyzes data submitted by the parents to the admission team and shares the analysis with the Senior Leadership Team of the school. (Refer to the [Admissions Policy](#) for further details).
-  **Assessments:** The Learning Specialists collaborate with subject and homeroom teachers to suggest differentiated, accommodated and modified assessments based on the identified needs of the students (Refer to the [Assessment Policy](#) for further details).
-  **Language:** Some students with identified learning differences may be required to not attend some language classes as needed. Similarly, students with significant language challenges in the Middle Years Programme (MYP), may be advised to drop Language Acquisition if it is in their best interest. In the Diploma Programme (DP), if a student with identified learning needs graduates from the MYP in Phase 1 or 2 of the language acquisition, on a case-by-case basis, s/he may be encouraged to continue the same language at an ab initio level. The Learning Support and Programme Coordinators counsel students and parents about the reasons and implications of the above decision (Refer to the [Language policy](#) for further details).
-  **EAL (English as an Additional Language):** EAL support is provided to students whose English language skills require additional support in a learning environment, where English is the medium of instruction. Support by EAL specialists in mainstream classes and direct instruction in vital language skills will help achieve this aim (Refer to the [Language policy](#) for further details).

Continuous Improvement of the Inclusive Education Policy:

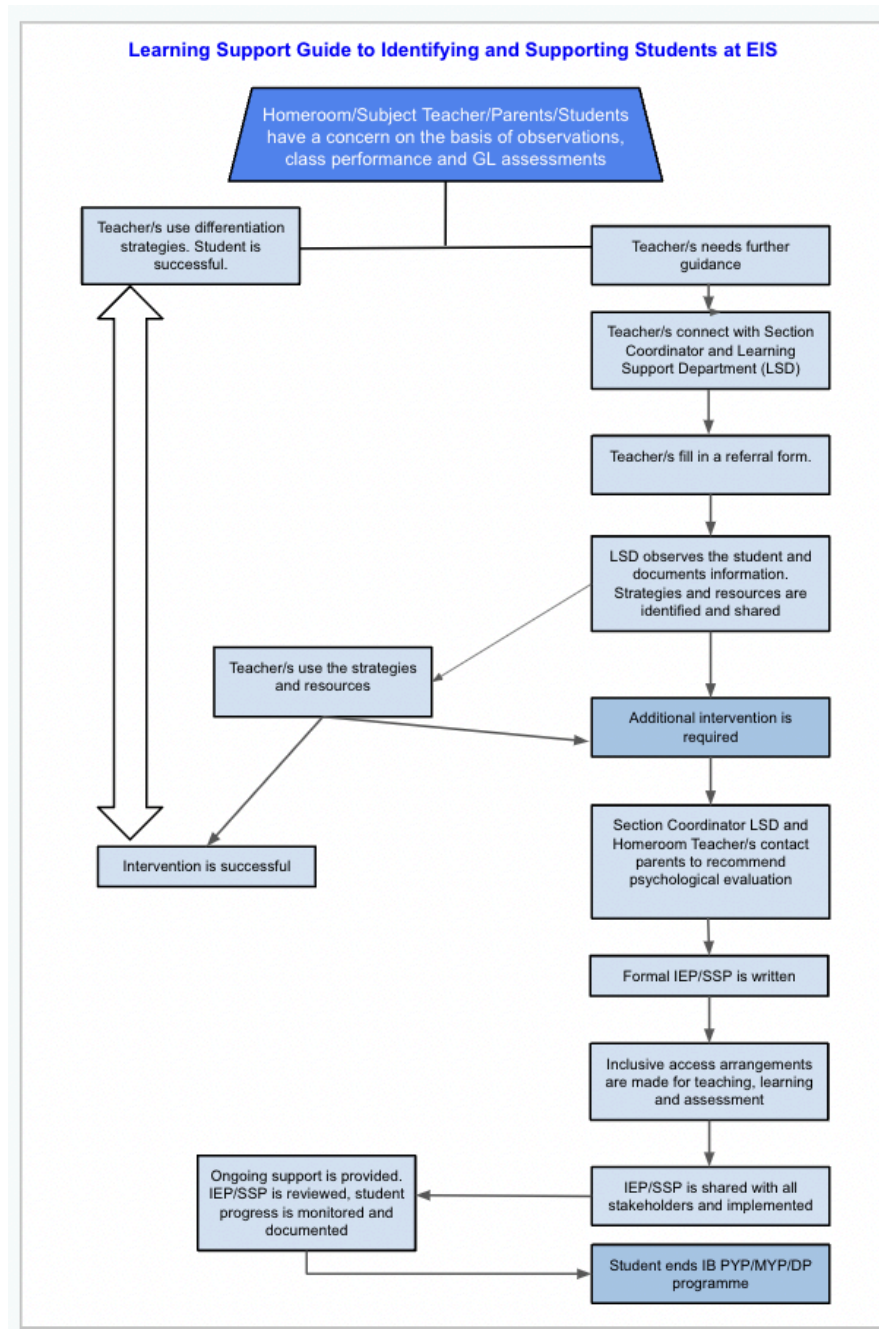
The process of reviewing and revising the Inclusive Education Policy is:

-  The School Administration appoints a Review Team from the school community.
-  The Review Team reviews the School's Inclusive Education Policy.
-  The Review Team solicits input from the wider school community about the School Inclusive Education Policy.
-  The Review Team reviews current literature on inclusive education and best practices
-  The Review Team cross-checks the Inclusive Education Policy against other school policies, such as the Language Policy and Assessment Policy and makes the required linkages.
-  The Review Team revises the Inclusive Education Policy if required.
-  The Review Team submits the revised Inclusive Education Policy to the School Administration for approval. If the Review Team and the School Administration feel that

the Inclusive Education Policy has undergone a major revision, then the new policy is submitted to the Governing Board for approval.

 The School Administration communicates the revised and approved Inclusive Education to the school community.

Learning Support Guide to Identifying and Supporting Students at EIS



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Period of Review: April 2023 - December 2023

Name of the Reviewer	Role
Ms Aayushi Shah	EYP Teacher
Ms Kajari Mishra	EYP Teacher
Ms Priyanka Jhaveri	PYP teacher
Ms Lajya Nayak	Whole School Socio-emotional Counselor, DP teacher
Mr John Soans	EYP-PYP Specialist (Music)
Ms Devika Naidu	MYP-DP Teacher

Mr Pratik Shome	MYP-DP Teacher
Ms Priyanka Pai	PYP Teacher
Ms Sunita Agarwal	Wellbeing Coordinator
Ms Chhavi Tibrewala	Learning Support Specialist
Ms Rabab Bohra	Learning Support Specialist
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Extended Leadership team	All Coordinators, Head of School
Members of the Board	Co-founder, Director

