

**D Y PATIL**  
INTERNATIONAL SCHOOL  
NAVI MUMBAI



Cambridge International School

# **ACCESS AND INCLUSION POLICY**

## **Access And Inclusion Policy**

### **Admission**

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Students with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

### **Identification of special needs**

The school is committed to early identification and intervention. Information about children's needs is gathered on entry through meetings with parents.

### **Partnership with Parents**

We value greatly the role parents play in their child's learning and the impact of parent involvement on pupil's progress. Parents can make contact with staff by requesting a meeting via mail or diary note.

Parents are notified early of any concerns about their children. They are informed in person when a child's name is placed on the SEN register. Parents are informed and consent is taken for the sessions.

### **Admission Policy for Students with special needs**

The school's inclusion admission policy has the right to admit students with learning difficulties or with adequate provisions made to meet their respective needs. The aim is to promote inclusion so that children with difficulties can achieve their full learning potential through access to a broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences.

## **DYPIS Access and Inclusion Philosophy**

### **At DYPIS, we aim to:**

- Strive for the accurate and timely identification of students with special educational needs.
- Ensure that once identified, students are treated in a way so that their privacy is respected, while their self-esteem is supported and developed.
- Ensure a school-wide context for the support of students with special educational needs.
- Take all reasonable steps to include all students in all aspects of school life at all times.
- Seek and take into account the views of each student.
- Encourage and foster a positive partnership with the parents.

## **Pre-Primary and Primary school Policies**

### **Procedures for Pre- primary Admission – Identification of special education needs:**

- Admission into Kindergarten is through a process of informal interaction with the candidate students in the presence of their parents or guardians.
- During the interaction linguistic abilities and motor skills of the child are assessed through play and verbal communication.
- Any special needs of a child, seeking admission, must be stated in the admission form.
- Delays in developmental milestones must be stated in advance so that the students may be monitored for early identification of disabilities, if any.

### **Definition of special education needs**

A student has special educational needs if she/he:

- Has a significantly greater difficulty in learning than the majority of the students of the same age/class; or
- Is differently abled which prevents or hinders the student from making use of an educational facility of a kind generally provided for students of the same age in school within the school; or
- Specific difficulties within areas of the curriculum such as spelling, mathematics, writing;
- Hearing difficulties;
- Speech or language difficulties;

- A medical or health problem;
- A physical disability;
- An emotional or behavioral problem.

## **SEN Team**

- Principal and Pedagogical Leadership Team (PLT); Principal along with the PLT have the overall responsibility for monitoring SEN provisions.
- The SEN team includes SEL counsellors and Counsellor.

## **Responsibilities of the SEN Team**

The SEN team is responsible for the day to day implementation of the SEN provisions:

- To conduct assessments to identify child's learning needs and share the finding with parents and teachers
- To plan, develop and evaluate PEP (Personalised Education Plan) to meet identified learning needs.
- To provide advice to staff and parents to support the implementation of the learning goals.
- To maintain all documents regarding a student's identification, assessment and provision will be placed in his/her file. Only the head of school, the section coordinator, and the counsellor can access student files.

## **Responsibilities of Teachers**

- Home Room Teachers (HRT): Children are provided additional support in the classroom. HRTs make every effort to ensure that children with SEN are fully involved in the class activities
- Additional support provided by:
  - Teachers mentoring students additionally (enhancement classes)
  - Study Buddies /& Student mentors- as designated by the SEN team
  - Students may receive additional support outside school (if deemed necessary after discussion with the parents).

## **SEN Referral Process**

### **Step 1: Identification: Students with SEN may be identified by**

- A Teacher who observes the difficulty a child has
- A Parent who asks for support
- Formal assessment report at the time of admission

### **Step 2- Referral**

- Teacher informs coordinator and SEN Department;
- Classroom observation and Informal assessment of the child is done after the parent's consent. The counsellor also checks the previous year's academic performance of the child.

### **Step 3: Parent intake session and Planning of the IEP**

- Inform parent, teacher/coordinator the plan of action
- The counsellor must provide classroom intervention strategies and home assignments to parents to help students cope up easily.

### **Step 4: Support**

- Teacher/Class orientation;
- Buddy in class
- Peers help students with SEN with the regular class curriculum
- Teacher conducts enrichment classes of difficult concepts with the students
- Academic concessions/modifications granted by the school and the board.

### **Step 5: Testing and Certification**

- In case of availing provisions provided by IB like extra time, a writer or deferral, it is essential to share reports of the illness in a timely manner.
- The Counsellor will issue a letter requesting the test to be conducted for the child.
- The tests have to be done from a government approved/affiliated hospital like Sion hospital, KEM Hospital etc.

## **Steps involved in Identifying students with Special Needs:**

1. The Home room teacher/subject teacher may observe the above mentioned symptoms in a student for four weeks and refer the student to a counsellor.
2. The counsellor must conduct an informal assessment for assessing the reading, writing and mathematical abilities of the student.
3. The counsellor must check the previous year academic performance of the child to confirm the hypothesis.
4. After confirming the hypothesis, the counsellor along with the Section –Co-ordinator inform the parent about the needs of the student.
5. The counsellor must take the consent of the parent for a remedial session. The counsellor must share the I.E.P goals with the teacher and parent.
6. The counsellor/ Remedial Teacher must provide classroom intervention strategies and home assignments to parents to help students cope easily. The counsellor must observe the child facing low self-esteem concerns and Emotional Concerns.

## **Some Specific Illustrations for Educators for early identification (Pre-primary)**

### **Some warning signs that could indicate the need for early intervention:**

- Lack of interest in playing games with language sounds (e.g., repetition, rhyming), and they may have trouble learning nursery rhymes.
- Frequently use baby talk, mispronounce words, and have trouble remembering names of letters, numbers, or days of the week. They may fail to recognize letters in their own names and have trouble learning to count.
- Unable to recognize and write letters, may be unable to write their own names, or may use invented spelling. They may have trouble breaking down spoken words into syllables (e.g "cowboy" into "cow" and "boy") and trouble recognizing words that rhyme (e.g., cat, bat, hat).

- Have trouble correcting letters with their sounds (e.g., letter b makes the sound /b/) and may be unable to recognize phonemes (e.g., do not know which in a set of words [e.g., dog, man, car] starts with the same sound as "cat").
- Awkwardness in jumping, climbing (delayed gross motor skills)
- Difficulty with manipulating small objects (stringing beads, play dough, etc)
- Social behaviors: trouble interacting with others, playing alone. Throws temper tantrums; Restless/ more energetic compared to his peers

### **Strategies for Early Childhood Programs:**

- Assessing unique learning styles and implementing individualized instructional strategies to reach learning, language, and developmental goals for all children.
- Designing all activities, such as free play, circle time, learning groups, outdoor play, or snack time, to fully support the participation of all children, including children with disabilities;
- Integrating IEP goals into children's learning across everyday routines;
- Promoting social-emotional development, and appropriately addressing challenging behavior;
- Facilitating social learning opportunities between children with disabilities and their peers;
- Forming strong, supportive, nurturing relationships with children and their families;
- Conducting ongoing developmental monitoring, universal developmental and behavioral screenings at recommended ages, and follow-up, as needed;
- Promoting the health and well-being of children, including understanding the needs of children with special health care needs and providing documentation in medical action plans;
- Regard all individuals equally, showing sensitivity and providing equal opportunities for all children of all backgrounds.
- Demonstrate positive attitudes when making changes to accommodate all children. Work as a team with parents and other professionals to develop, carry out and review plans for children with additional support needs.

## Middle School Access and Inclusion

- **Scaffolding:** Material scaffolding involves the use of written prompts or cues to help the students perform a task or use a strategy. This may take the form of cue sheets or guided examples that list the steps necessary to perform a task. Students can use these as a reference, to reduce confusion and frustration.
- **All Sensory Stimulation:** To aid better understanding of students, hand printing, worksheets, charts, Audio visual videos, poetry form is used as a method of instruction to explain and retain concepts. Students are also motivated to prepare Individual and group projects which stimulate the imagination and creativity of the student. It also promotes team work among the students.
- **International and national days** are celebrated in the school to imbibe acceptance of cultural diversity, empower students with global knowledge and influence their decision making.
- **The reflection form** is used as a behavior modification technique, where students learn that it's okay to make a mistake, so long as they understand why they made it and determine how to correct it.
- **Student-Centered Instruction:** In this method, students are encouraged to set the pace of their learning and to work with other students, whenever possible, on assignments and projects to not only buttress their learning capabilities, but also to improve their social and cultural identities. A student-centered instructional environment is encouraged through:
- **The Jigsaw Approach:** In essence, each student brings one portion of information into their group. As a group, the students are encouraged to impart their knowledge and research regarding their subject to the others. Following this type of approach, a test is given to the entire group. In this way, students learn to contribute, listen, and work together in order to reach a common goal, which is a good grade.

## Social Emotional Learning and Development at DYPIS:

### Life Skill:

To stimulate the ‘Social and Emotional Quotient of students’ Life Skills classes” is part of the curriculum from grade 1 to grade 10. Life skills is a tool given to students which enables them to deal with their age appropriate emotional and social issues like managing their emotions, personal safety, sensitivity in dealing with situations around, awareness and acceptance in transitions of adolescence.

### **Anti Bullying Squad:**

The school follows a very strict Anti-bullying policy. The school has its own anti-bullying squad headed by the students of grade 11 under the guidance of their Life Skill Educator. The anti-bullying squad spreads awareness about bullying and how to deal with a bully. The squad consists of a head student of the committee, a parent, a student council member, Counselor and Principal. They encourage students to report incidents of bullying to the squad and maintain a record and help the student resolve their issue with the assistance of a life skill teacher.

### **Staff Empowerment:**

The Counseling Department conducts regular awareness workshops for teachers on dealing with the needs of special Students, classroom management interventions, and dealing with difficult emotions of students.

Individual and group sessions are regularly conducted for Educators to understand their personal and emotional difficulties and to empower them dealing with their stress.

### **The main goals of this policy are:**

- To create a welcoming environment for the special education needs of each student;
- To ensure that the special needs of students are identified early, assessed, and provided for;
- To clarify expectations of families, faculty, administration, and students;
- To identify faculty role and responsibilities;
- To enable all students to have full access to all elements of the school curriculum and assessment policy.

### **Faculty, staff and administration acknowledge that:**

- Students have different educational and learning needs, abilities, profile and aspirations;
- Differentiation and scaffolding promote effective learning;
- Students gain knowledge and skills at different rates through different means;
- Students are all capable and unique;
- Students are lifelong learners;

## **IDENTIFICATION, ASSESSMENT, AND PROVISION**

### **Steps for Identification and Assessment of students followed at DYPIS**

- The Home room teacher/Subject teacher observes the above mentioned symptoms in a student for four weeks and refers the student to a counselor with a due filled referral form.
- The counselor conducts an informal assessment for assessing the reading, writing and mathematical abilities of the student.
- The counselor checks previous year academic performance of the child to confirm the hypothesis.
- After confirming the hypothesis, the counselor along with the Section –Co-ordinator inform the parent about the needs of the student.
- The counselor takes the consent of the parent for a remedial session.
- The counselor shares the I.E.P goals with the teacher and parent.
- The counselor provides classroom intervention strategies and home assignments to parents to help students cope easily. The counselor must observe the child facing low self-esteem concerns and Emotional Concerns.
- For grade-6 and above students, counselors help the parent in guiding them for Formal Assessment from government authorized hospitals in Mumbai. The counselor has to give a referral letter signed by the school principal for testing.
- During the course of visit to the hospital, the Student is counselled by the school counsellor to help students prepare emotionally for further procedures.
- The Parent must submit the photocopy of the Learning Disorder Certificate to school; as the school can provide the student with required help.
- Student progress is regularly monitored and reviewed by faculty. Concerns registered by parents and/or teachers and/or staff members are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

### **Examination Exemptions at Middle School Level**

- Special Educational Needs and Accommodation for Assessment:
- Access arrangements/accommodations: learners with special educational needs may benefit from specific access arrangements that take the learner’s difficulty into account when assessments of learning tasks are performed. Providing access arrangements does not lower the learning standards.

- Allowing extended time for tests, exams, or assignments.
- Allowing for intermittent breaks during the test or exam.
- Use of a computer instead of handwriting for exams or assignments.
- Use of a scribe or voice recognition software program which writes a candidate's responses and can then read them back to the candidate.
- Use of a reader or reading software
- Modified test papers – for example, large print or braille.

### **Meeting Needs within the IBDP Classroom:**

The IBDP Coordinator and Counselor meet with the student, parents, and teachers to discuss the necessary accommodations. The teachers work with the student and parents concerning how the student's needs will be met in their individual classrooms and to decide on the best routes of communication for monitoring the student's progress.

Teachers are expected to inform the IBDP Coordinator if problems or concerns arise.

### **Assessment needs for students having special education needs**

The following would be done to accommodate a student with access and inclusion requirement:

- Exams are scheduled, keeping in mind the special needs, if any, of the students.
  - ▣ Arrangements for approving and appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IBDP guidelines.
  - ▣ Additional time may be authorized for written examinations according to the students assessed needs.
  - ▣ The IBDP Coordinator informs the IB through IBIS and provides the necessary documentation of the special needs of students requiring accommodations such as extended time on examination papers.
- Once the IBDP Coordinator learns of the decision of the IB, the student, parents, and teachers (including learning specialist) are informed. The form D2 would be used to inform IB in case the candidate(s) are affected by sudden adverse circumstances.

## **To make communication effective with the school, parents should:**

- Communicate to the school all documents regarding their child's special educational needs;
- Communicate with the school any changes regarding those needs.

## **Communication of Access and Inclusion Policy**

The Inclusion Policy is introduced to the DYPIS community through the Curriculum Handbook and during orientation Sessions. New staff are familiarized with the document during the Teacher Induction programme.

## **Review Process**

The Policy is reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan.

The pedagogical leadership team reviews the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process in the month of March/April every year. The last review was conducted on 15<sup>th</sup> March 2025.

## **Link to admission policy:**

The requirements for access inclusion is based on the evidence provided and discussion with parents during the admission process.

## **Link to assessment policy:**

The inclusion arrangements mentioned work in conjunction with the procedures and criteria laid out by IB and as explained in the school assessment policy.

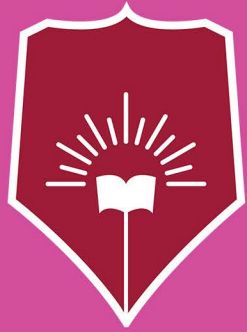
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