



## **Inclusion Policy – 2019 – 20**

*The purpose of this document is to offer guidelines to various departments and members of the school community on how to address inclusion.*

### **AUTHORITY AND RESPONSIBILITY and PROCEDURES INVOLVED**

**Homeroom/ Class teacher** -In the event that the homeroom teacher identifies a student with a learning difficulty, a referral form (Appendix A) which will be given to the SPED (Special Needs Educator)

**SPED** - On receipt of the referral from, will monitor the child's behavior and academics to determine whether the child has a learning difficulty/ disability or a behavioral issue. Any of the three matters requires immediate attention and timely intervention. The SPED educator shall produce a detailed report and present it to the Programme Coordinator and Principal/Director for further discussion. Following are the possible outcomes of the discussion:

- Child having a learning disability/ies
- Child having a learning difficulty/ies
- Behavioral Issue/s

In the event that a child is found to have a learning disability, the SPED, in accordance with and at the behest of the pedagogical leadership, shall meet with the child's parent to address the issue at hand. The SPED may request the parent to have the child undergo certain psychometric tests to evaluate the intensity of the difficulty and to identify the strong points of the child; this will help in developing an Individual Education Plan (IEP) for the child in school.

The IEP will be developed in accordance with the child's past performance, the SPEDs' report, psychometric test results and feedback from subject teachers in the school along with behavioral pattern study report based on discussion with parents by the SPED. The IEP will be a short-term goal oriented document, which will be in a prescribed format (Appendix B). This will be shared with the parent with home remedies and strategies to involve the parent in helping to facilitate better learning and understanding for the child.

**Learning difficulty/ies**- In the event that a child has a learning difficulty, the SPED shall produce a report and present it to the pedagogical leadership for further discussions. With the help of the referral form, the SPED report, and feedback from subject teachers the SPED will inform the parents of the child about the issue at hand. An IEP will then be created to facilitate better learning and understanding for



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the child. This IEP will also include counseling sessions for the child at the discretion of the SPED. The sessions will be conducted during school hours.

**Behavioral Issues-** In the event of a behavioral issue the homeroom teacher must address the issue with the child since the homeroom is the first point of contact. If, even after the homeroom teacher trying to address the matter, no change in behavior is seen the homeroom teacher should fill a referral form and hand it over to the SPED. The SPED shall then observe the child's behavior and based on his/her evaluation, and the referral form, the SPED shall produce a report of the same. The SPED in accordance with the pedagogical leadership may decide whether or not to involve the parent(s) at this stage. The SPED will make a counseling session's timetable and share it with the homeroom. The sessions will take place during school hours only. If even after guided sessions the student continues to exhibit behavioral issues, the SPED in accordance with the pedagogical team, will inform the parent about the same.

**The SPED** must conduct or organize short workshops for all teachers and parents to keep them informed about various issues that need to be addressed as far as Inclusion is concerned and share teaching strategies about differentiation.

### **ADMISSIONS**

The admission department, while interviewing the parent/ student must involve a SPED if

- a) The admission department feels that the child has inclusive needs
- b) The parent reveals that the child is inclusive.

If any of the above cases do arise, the admission must be discussed with the principal, programme coordinators, director and SPED. The SPED with the pedagogy team will decide which of the three options listed below can be made available for the parent at the time of admission.

- 1) The SPED has provisions to address the needs of the child based on the interview, assessment and psychometric test results.
- 2) The school is willing to make available, a provision to address the needs of the child.
- 3) The school does not have the provisions and refers the parent to another institute or establishment where the child's needs will be better addressed.



Appendix A

**REFERRAL FORM**

*Please complete one referral form per student*

**Student Name-** \_\_\_\_\_

**Grade-** \_\_\_\_\_ **Homeroom-** \_\_\_\_\_

**Reason/s for referral (Observations and evidences, kindly elaborate)-**

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**Best time to meet the student-** \_\_\_\_\_

**Date-** \_\_\_\_\_



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