



# **INCLUSION POLICY**

**2023- 2024**

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**Adopted: 2021**

**Revised: 2023**

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## 1.1 School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together challenging themselves with rigorous academics and assessments, to create and sustain a world that is caring, open- minded, balanced and peace-loving by thinking globally and acting locally.

## 1.2 Connection of the school mission statement with Inclusion

At Skill Stork International School, our core mission is to offer **holistic education that nurtures lifelong learners**. We encourage our students to be inquisitive and independent, working collaboratively to foster a caring, open-minded, balanced, and peace-loving world. Our commitment to inclusion is not just a written policy; it's a blueprint for an inclusive environment where every student can thrive, reflecting in all our actions and practices. Our goal is to provide diverse learners with the tools they need to reach their full potential.

### Our values

At Skill Stork International School our learners are LEADERS

L-Learners for life

E-Efficient

A-Affectionate

D-Determined

E-Efficacious

R-Resilient

S-Self assured

### Connection to IB standards and practices:

Standard A: The school implements the PYP as an inclusive programme for all students (PYP:9.a)

Standard B2: The school provides support for its students with learning and/or special educational needs and support for their teachers (PYP: 8, MYP: 5, DP: 5)

Standard C1: Collaborative planning and reflection incorporates differentiation for students' learning needs and styles (PYP: 6, MYP: 6, DP: 6)

Standard C3:

Teaching and learning addresses the competencies, experiences, learning needs and styles of students (PYP: 3.a, MYP: 6, DP: 6)

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue (PYP: 7, MYP: 7, DP: 7)

Teaching and learning demonstrates that all teachers are responsible for language development of students (PYP: 8, MYP: 8, DP: 8)

Teaching and learning differentiates instruction to meet students' learning needs and styles (PYP: 10, MYP: 15, DP: 15)

## **2. Section I: The Need for Inclusion**

### **2.1 The Concept of Inclusion**

Inclusion is not merely an educational strategy; it is a profound commitment to diversity, equality, and social justice. At its core, inclusion signifies the unequivocal belief that all individuals, regardless of their abilities, backgrounds, or differences, have the right to access and participate in education, employment, and society at large on equal terms. It extends beyond physical access to encompass full participation, opportunity, and choice.

### **2.2 Forms of Inclusion**

Inclusion manifests in various forms within our educational landscape, encompassing the following dimensions:

#### **2.2.1 Social Inclusion**

Social inclusion involves creating a school environment where students of all abilities, backgrounds, and differences feel a sense of belonging and acceptance. It promotes positive relationships, empathy, and cooperation among students.

#### **2.2.2 Academic Inclusion**

Academic inclusion entails adapting instruction, materials, and assessment practices to meet the diverse needs of learners. It ensures that all students, regardless of their learning styles or abilities, have equitable opportunities to access and succeed in the curriculum.

#### **2.2.3 Emotional Inclusion**

Emotional inclusion recognizes the importance of students' emotional well-being. It means fostering a supportive, nurturing environment where students can express their emotions, seek help when needed, and develop the emotional resilience necessary for success.

#### **2.2.4 Cultural and Linguistic Inclusion**

Cultural and linguistic inclusion emphasizes the value of diverse cultures, languages, and identities within the school community. It involves celebrating diversity, providing support for students with diverse linguistic backgrounds, and integrating multicultural perspectives into the curriculum.

### **2.3 The Impact of Inclusion**

Inclusion is not just a philosophical ideal; it has profound effects on students, educators, and the wider society. Its impact encompasses multiple dimensions:

#### **2.3.1 Academic Achievement**

Inclusive education has been linked to improved academic outcomes for all students. When diverse learners collaborate and engage in inclusive classrooms, they are exposed to a rich variety of perspectives and problem-solving approaches, enhancing their overall cognitive development.

#### **2.3.2 Social Development**

Social inclusion fosters empathy, cooperation, and a sense of belonging among students. It prepares them for the diverse and interconnected world they will navigate beyond school, nurturing essential social skills and promoting responsible global citizenship.

### 2.3.3 Emotional Well-being

Emotionally inclusive environments provide a safe space for students to develop self-awareness, emotional regulation, and resilience. This emotional well-being is the foundation upon which students build their overall mental health.

### 2.3.4 Global Citizenship

Inclusion is the crucible in which global citizens are forged. Exposure to diverse cultures, languages, and perspectives in an inclusive setting prepares students to engage meaningfully in a globalized world, appreciating and contributing to its rich tapestry of diversity.

## 3. Section II: Inclusive Practices in the Classroom

Inclusive education is not a one-size-fits-all concept; it necessitates a multifaceted approach that accommodates diverse needs, abilities, and learning styles. Inclusive practices in the classroom are the bedrock upon which we build our commitment to inclusivity at Skill Stork International School.

### 3.1 Universal Design for Learning (UDL)

#### 3.1.1 Principles of UDL

Universal Design for Learning (UDL) is a framework that guides our instructional approach. It involves designing curriculum materials and activities to accommodate the widest range of learning styles, abilities, and preferences. UDL is based on three core principles:

1. **Multiple Means of Representation:** Providing information in various formats and media to cater to diverse learning styles.
2. **Multiple Means of Engagement:** Offering multiple options for engagement to motivate and sustain learner interest.
3. **Multiple Means of Expression:** Allowing students various ways to demonstrate their understanding and knowledge.

#### 3.1.2 Implementing UDL in Curriculum Design

Our curriculum designers embed UDL principles into the creation of learning materials and assessments. For instance, we provide content in text, audio, and visual formats, offer varied assessments, and allow students to choose how they present their understanding.

### 3.2 Differentiated Instruction

#### 3.2.1 Tailoring Instruction to Diverse Needs

Differentiated instruction is a cornerstone of inclusive classrooms. It involves tailoring instruction to meet the individual needs of students. Our teachers employ various strategies to differentiate instruction, such as tiered assignments, flexible grouping, and varied levels of support.

#### 3.2.2 Adapting Assessments for Diverse Learners

Inclusive assessment practices ensure that all students have an equitable opportunity to demonstrate their learning. Our assessments are designed with flexibility in mind, allowing for accommodations, modifications, and alternative assessment methods to meet the diverse needs of learners.

### 3.3 Collaborative Learning

#### 3.3.1 Fostering Collaboration among Students

Collaborative learning is a powerful tool for inclusion. We actively promote collaborative activities that encourage students to work together, share perspectives, and learn from one another. These activities not only enhance academic outcomes but also promote social inclusion.

#### 3.3.2 Collaborative Teaching Models

In addition to student collaboration, we embrace collaborative teaching models. Co-teaching, where two or more educators work together in the classroom, allows for a more diverse range of instructional strategies and better support for students with diverse needs.

### **3.4 Individualized Education Plans (IEPs)**

#### **3.4.1 Developing Effective IEPs**

Individualized Education Plans (IEPs) are a critical component of our inclusive approach. These personalized plans are developed for students with special educational needs (SEN). IEPs outline specific goals, accommodations, and support strategies tailored to each student's unique needs.

#### **3.4.2 Monitoring and Reviewing IEPs**

IEPs are not static documents; they are dynamic tools for supporting student growth. We conduct regular reviews and adjustments to IEPs to ensure that they remain relevant and effective in meeting the evolving needs of students.

The results from the assessment will help to develop an IEP (Individualized Education Plan) for every learner enrolled in the program. The IEP Document will include the following:

- ✓ Child's present levels of educational performance including how the child's disability/exceptionality affects the child's involvement and progress in the general curriculum.
- ✓ Measurable goals and objectives.
- ✓ A statement of supplementary aids or assistive equipment to be provided for the child by school and at home if needed.
- ✓ The IEP will be based on the individual needs of the child to create a learning environment to have a beneficial education for the student.

### **Communication**

Communication to the parents and teachers is an integral part of the system which is maintained throughout the year with relevant facilities of the school.

IEP Meetings - The IEP Meetings are held with the parents of learners with learning needs to discuss the educational plan of the child for the semester and review the progress of the previous semester.

### **Mainstreaming**

The mainstreaming of the learners is made with the consent of the parents based on the following factors:

- academic performance
- feedback from teachers

### **Confidentiality**

Skill Stork International School be of the opinion that all information about candidates should be kept confidential. Any communication regarding learner learning support status will be retained within their file, access to which is constrained to Head of School, Coordinator and the Learning Support Department.

Data retained by the school on any learner will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to educators for the benefit of the student.

**Roles and responsibilities of education counsellor:**

- A school well-being counsellor plays a crucial role in supporting the emotional, social, and psychological well-being of students, as well as fostering a positive and inclusive school environment. Their responsibilities can vary depending on the specific needs of the school and its students, but here are some common roles and responsibilities of a school well-being counsellor:
- Individual Counselling: Provide one-on-one counselling to students who may be experiencing personal, emotional, or social difficulties. This includes helping students manage stress, anxiety, depression, grief, and other mental health concerns.
- Group Counselling: Conduct group counselling sessions to address common issues among students, such as peer relationships, bullying, study skills, or substance abuse.
- Crisis Intervention: Be prepared to respond to crises within the school community, such as incidents of self-harm, violence, or sudden loss. Provide immediate support and connect students with appropriate resources.
- Assessment and Evaluation: Assess the mental and emotional well-being of students through interviews, observations, and standardized assessment tools. Use this information to develop appropriate intervention plans.
- Collaboration: Collaborate with teachers, parents, and school administrators to identify and address students' well-being needs. Work as part of a multidisciplinary team to create comprehensive support plans.
- Preventive Programs: Develop and implement preventive programs and workshops on topics like stress management, conflict resolution, bullying prevention, and emotional intelligence.
- Referrals: Refer students and families to external resources and mental health professionals when more specialized or long-term care is required.
- Advocacy: Advocate for the mental health and well-being of students within the school community and help create policies and practices that promote a supportive and inclusive environment.
- Education and Awareness: Educate students, teachers, and parents about mental health issues, the importance of seeking help, and available resources.
- Confidentiality: Maintain strict confidentiality regarding student information unless there is a risk of harm to the student or others. Adhere to ethical guidelines and legal requirements related to counselling.
- Documentation: Keep accurate and confidential records of counselling sessions, assessments, and interventions for each student.
- Professional Development: Stay current with best practices in counselling, attend workshops and conferences, and pursue ongoing professional development to enhance counselling skills and knowledge.
- Self-Care: Prioritize their own well-being to ensure they can provide effective support to students. This includes seeking supervision and support for their own emotional needs.
- Cultural Sensitivity: Be culturally sensitive and aware of the diverse backgrounds and needs of students, adapting counselling approaches accordingly.
- Data Analysis: Analyse school-wide data related to well-being to identify trends and areas of concern, and work with the school to implement strategies for improvement.

The role of a school well-being counsellor is multifaceted and requires a combination of counselling skills, empathy, and a deep understanding of the unique challenges faced by students. They are instrumental in creating a safe and nurturing school environment that supports students' overall well-being and academic success.



## **4. Section III: Teacher Training and Professional Development**

Inclusive education requires educators who are well-versed in the principles and practices of inclusivity. Our commitment to professional development ensures that our teachers are equipped with the knowledge and skills necessary to create inclusive classrooms.

### **4.1 Understanding Inclusive Pedagogy**

#### **4.1.1 The Role of a Culturally Responsive Educator**

Cultural responsiveness is a fundamental aspect of inclusive pedagogy. Our educators understand the importance of acknowledging and respecting the cultural backgrounds and identities of students. They strive to create a culturally inclusive environment where all students feel valued and understood.

#### **4.1.2 Developing an Inclusive Mindset**

Inclusive education begins with an inclusive mindset. Our teachers actively cultivate this mindset, challenging their own biases and assumptions. They recognize that inclusivity is not just about accommodating students with disabilities but embracing the diversity of all learners.

### **4.2 Ongoing Professional Development**

#### **4.2.1 Inclusive Curriculum Training**

Our educators receive specialized training in inclusive curriculum design. This training equips them with the tools to adapt curriculum materials, assessments, and instructional strategies to meet the diverse needs of students.

#### **4.2.2 Addressing Implicit Bias**

Implicit biases can inadvertently impact classroom practices. Our professional development includes training to identify and address implicit biases, ensuring that all students are treated fairly and equitably.

#### **4.2.3 Specialized Training for Special Educational Needs (SEN)**

Teachers working with students with SEN undergo specialized training to better understand the unique needs and challenges of these students. This training enables them to implement IEPs effectively and provide the necessary support.

### **4.3 Mentoring and Peer Learning**

#### **4.3.1 Peer Observations and Feedback**

We promote a culture of peer learning and collaboration among our educators. Peer observations and feedback sessions allow teachers to learn from one another, share best practices, and continuously improve their inclusive teaching strategies.

#### **4.3.2 Mentoring Programs for Inclusive Practices**

Mentoring programs pair experienced educators with those who are newer to inclusive teaching practices. This mentorship ensures that knowledge and expertise in inclusive education are passed down and continually developed within our teaching community.

#### 4.4 Using NCERT mandated Prashast Screening Document:

The PRASHAST is designed for use by the regular school teacher as they spend maximum time with students. Teachers are uniquely positioned to engage with the growth and development of children. Over a period of time, teachers can observe a child in different situations, such as classroom, playground, co-curricular activities like music, art and craft. Any child not developing typically (as per accepted norms) is easily identified by the teachers and can be referred for further diagnosis. Additionally the teachers serve as reliable contact points with parents for eliciting relevant information.

According to the Prashast document a total of 21 disabilities have been identified as given below:

S.NO	ITEM No. of Part-1	DISABILITY CONDITIONS
1.	1.1-1.3	Locomotor Disability
2.	2.1	Leprosy Cured Person
3.	3.1-3.3	Cerebral Palsy
4.	4.1-4.2	Dwarfism
5.	5.1-5.2	Muscular Dystrophy
6.	6.1	Acid attack Victims
7.	7.1	Blindness
8.	8.1-8.7	Low Vision
9.	9.1-9.5	Hearing Impairment
10.	10.1-10.2	Speech and Language Disability
11.	11.1-11.4	Intellectual Disability
12.	12.1-12.10	Specific Learning Disabilities
13.	13.1-13.10	Autism Spectrum
14.	14.1-14.8	Mental Illness
15.	15.1-15.2	Multiple Sclerosis
16.	No question was included as it is very rare in children	Parkinson's Disease
17.	16.1	Haemophilia
18.	17.1	Thalassemia
19.	17.1 (Sickle cell disease and thalassemia were combined in one question)	Sickle cell disease
20.	If the symptoms lies in more than one of the above categories	Multiple Disabilities
21.	As per the state and central government additional notification, if any	Any other category as may be notified by the Central Government

The screening documentations and processes is given in Section – XI under screening documentation.

## 5. Section IV: Inclusive Policy - IB Philosophy

The International Baccalaureate (IB) philosophy aligns closely with our vision of inclusivity. It emphasizes the importance of international-mindedness, critical thinking, and intercultural understanding, values that are at the core of our commitment to inclusivity.

### **What are the IB's principles of an inclusive education?**

(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)

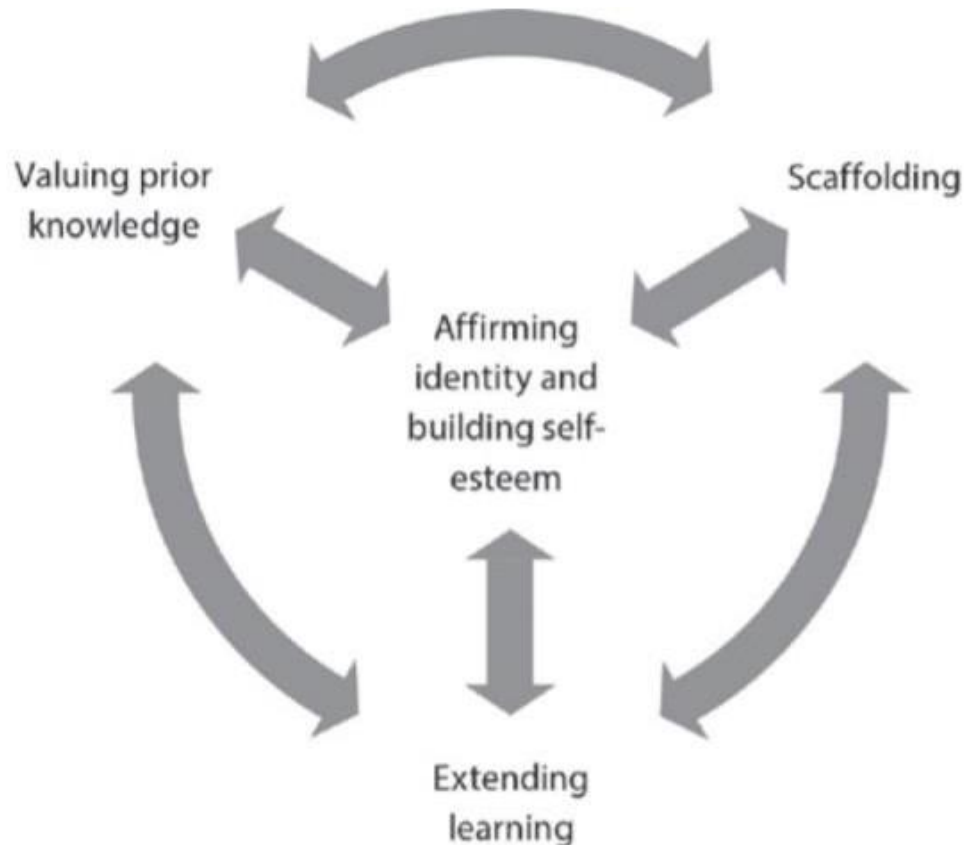
The IB supports the following principles of an inclusive education where:

- Education for all is considered a human right
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is an educator of all students
- Learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- All learners belong and experience equal opportunities to participate and engage in quality learning
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- Multilingualism is recognized as a fact, a right and a resource
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- All students in the school community have a voice and are listened to so that their input and insights are taken into account
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- Diversity is understood to include all members of a community
- All students experience success as a key component of learning.

## The IB's principles of teaching for learning diversity

The IB has identified four principles of teaching that promote equal access to the curriculum for all learners across the continuum of IB learning.

The four principles of good practice in the IB learning cycle



*(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)*

### How can we affirm identity to build self-esteem?

At the core of all learning is the affirmation of student identity to promote self-esteem. Students with a positive identity are more able to take the risks necessary for successful learning. An affirmative model of identity ensures that all students are visible and valued. It is a model where all learners recognize that it is possible to make a difference in their own lives and society. Affirming learner identity encourages the qualities, attitudes and characteristics identified in the IB learner profile to promote international-mindedness, effective learners and responsible citizenship.

*(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)*

## In what ways can we value prior knowledge?

Prior knowledge is the foundation on which to develop new learning. It cannot be assumed that students will necessarily share the same previous learning or will be able to demonstrate learning in the same way. Therefore, teachers should:

- meaningfully assess existing knowledge, strengths and interests
- recognize that there may be gaps or overlaps in learning
- work with students to construct individual learning profiles to inform teaching and learning
- explicitly activate learners' prior understanding to promote new learning
- take into account prior learning when designing, differentiating and planning for new learning.

*(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)*

## How do we scaffold learning to support independence?

Scaffolding involves developing student independence and provides access to the curriculum for all students. Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery while receiving constructive learning feedback at all stages. Scaffolds such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers can be designed so that prompts are diminished over time and independence is fostered.

*(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)*

How do we extend learning for all?

Extending learning for all					
<b>IB approaches to teaching and learning</b>	<b>Teaching to learner variability</b>	<b>Creating optimal learning environments</b>	<b>Assessment</b>	<b>Collaboration</b>	<b>Technology</b>

Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences.

*(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)*

## **Purpose**

In accordance with the IB, it is Skill Stork International School's intent and purpose:

- ✓ to ensure that all learners get an inclusive educational environment.
- ✓ to provide learners learning support as per their diverse learning needs and profile.
- ✓ to advocate Inclusion Policy to all Skill Stork International School stakeholders.
- ✓ to clearly communicate the support opportunities and various accommodations that are available to learners.
- ✓ to promote effective learning through differentiation and scaffolding.
- ✓ Responsibilities of the Skill Stork International School through its Inclusion Policy will have the following rights and responsibilities:
- ✓ The school will keep up to its academic standards.
- ✓ Request for a learner for reasonable accommodations and academic adjustments.
- ✓ Mainstream a learner after careful considerations or keep them in the learning support department as required.

## **Responsibilities of the Learners**

- ✓ Meet the school's qualifications and essential academic, technological and institutional standards.
- ✓ Identify himself/herself in a timely manner as an individual with a disability when requesting for accommodation from the appropriate service provider.
- ✓ Provide documentation from a qualified source that verifies the nature of the disability, functional limitations and the need for specific accommodations.
- ✓ Request for alternative testing and accommodations as deemed necessary in consultations with the Learning Support Department.

## **Inclusion and Admission Policy and Practices**

### **1. Inclusive Education:**

We embrace the principles of inclusive education and are dedicated to meeting the diverse needs of our students. This includes offering a range of support services and access arrangements to students with disabilities or other special requirements, in accordance with the IB's "Access and Inclusion Policy."

### **2. Admission Criteria:**

Admission to Skill Stork International School is based on a fair and transparent process that considers the applicant's academic readiness and alignment with our school's mission and values. While we strive for diversity and inclusivity, we also maintain reasonable class sizes to ensure effective teaching and learning.

### **3. Special Consideration:**

Applicants with disabilities or specific learning needs are encouraged to provide relevant documentation, such as medical reports or psychological assessments, to help us determine the appropriate support and accommodations required for their successful education.

### **4. Application Process:**

All applicants must follow the school's standard application procedures outlined in the Admission Policy, which include submitting required documents and participating in interviews or assessments as necessary.

### **5. Communication:**

Skill Stork International School is committed to open and transparent communication with parents and guardians throughout the admission process. We will provide information about available support services and accommodations during the application and enrolment process.

### **6. Review and Amendment:**

The Admission Policy is periodically reviewed and updated to ensure alignment with the IB's principles of access and inclusion, as well as local regulations. Amendments will be made as necessary to enhance inclusivity and non-discrimination.

Compliance: - Skill Stork International School will comply with all applicable laws and regulations related to admission, inclusion, and accessibility, including the requirements of the International Baccalaureate Organization.

## **Nature of Learning Difficulties**

The inclusive admission policy of Skill Stork International School considers learners with mild to moderate Learning Difficulties, Attention Deficit Hyperactivity Disorder, Attention Deficit, Disorder, etc.

**Mild Difficulty** may be defined as learning problems in one area of academics, either language or Mathematics. The problems exhibit themselves in the areas of comprehension, sequencing, auditory and visual processing at a mild level. These levels are close to the normal range scores as compared to their peers.

**Moderate Difficulty** may be defined as learning problems in one or more areas of academics both in Language and Mathematics. It can also be exhibited as a problem in one or more academic domains and be comorbid with attention deficits or behavioural concerns.



## **Support Categories for Inclusion**

- a) Cognition and Learning (for example dyslexia and dyscalculia),
- b) A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
- c) A specific learning difficulty which may or may not be linked to a cognitive disability.
- d) A behavioural impairment affecting their ability to concentrate and therefore learn effectively.
- e) A physical disability/an emotional deprivation which can affect their ability to learn.
- f) Learners who speak English as their second language (ESL). (have a learning difficulty)

## **Admission Policy for Learning Support Learners**

The Admission Policy of Skill Stork International School considers learners with mild to moderate learning difficulties. For further information, refer School's Admission Policy.

## **Referrals**

- In school, learners will be identified through referrals by teachers, parents, Coordinators and HOS. Referral forms are filled in accordingly.
  - Previous documented history and other reliable sources.
- The Homeroom teacher consults the Learning Support Department for concerns about the learner.
- The Learning Support Department will observe the child or may conduct informal assessments / checklists, if required.
- The Learning Support Department then decides if the child should be a part of the programme and receive additional support.
  - The team, along with the coordinator, contacts the parents for a meeting to discuss the outcome of the screening and the next steps for the learner.
  - This is documented in a Parent Conference Record Form.
  - An informed consent form is then taken with the parents' consent.
- If the learner is still having difficulty in spite of the interventions at the school & classroom level, they may be recommended to seek specialist support outside.
- Exit from the program – If the concerns of the learner are met at the end of the year, the learner could exit the program after a feedback review has been done with all the stakeholder.

## **5.1 International Baccalaureate (IB) and Inclusivity**

### **5.1.1 IB Learner Profile and Inclusive Traits**

The IB Learner Profile embodies traits such as open-mindedness, empathy, and principled behavior, which are essential for inclusivity. Our educational approach nurtures these traits in our students.

### **5.1.2 Global-Mindedness and Intercultural Understanding**

The IB philosophy encourages students to develop a global perspective and intercultural understanding. Our curriculum reflects these principles by incorporating diverse cultural perspectives and fostering an appreciation of global interconnectedness.

## **5.2 Implementing IB Philosophy**

### **5.2.1 Adapting Curriculum to IB Standards**

Our curriculum is designed to align with IB standards, ensuring that our students are prepared to excel in IB programs. This alignment also reinforces our commitment to international-mindedness and inclusivity.

### **5.2.2 Inquiry-Based Learning and Inclusion**

The IB's emphasis on inquiry-based learning aligns with our approach to inclusivity. This pedagogical approach allows students to explore diverse topics and perspectives, fostering critical thinking and empathy.

## **5.3 Monitoring and Evaluation**

### **5.3.1 IB Assessment and Inclusive Practices**

We align our assessment practices with IB standards, allowing for accommodations and modifications to support students with diverse needs. This alignment ensures that our students can excel in IB assessments.

### **5.3.2 IB Evaluation and Continuous Improvement**

We actively engage in the IB's evaluation processes to assess and improve our inclusive practices. This ongoing evaluation ensures that our school remains aligned with IB standards and committed to inclusivity.

## **5.4. Accessibility of Learning Materials**

Accessibility is a paramount concern, where students are expected to engage with a wide range of academic content. To address this:

### **a. Digital Accessibility**

We provide accessible digital materials, ensuring that students with disabilities can access and engage with online resources effectively. Our commitment to digital accessibility extends to e-books, online databases, and course materials.

### **b. Library Resources**

Our school library is equipped with resources in various formats to cater to diverse learning preferences and needs. These resources include audiobooks, large-print materials, and tactile resources.

## **5.5 Student Support Services**

Supporting the diverse needs of students is a multifaceted endeavor, encompassing academic, emotional, and career guidance:

### **a. Academic Counseling**

Our counselors work closely with students to create personalized academic plans that align with their aspirations and strengths. This includes identifying accommodations and modifications where needed to ensure a level playing field.

### **b. Emotional Well-being**

Emotional support is crucial during the intense academic journey. Our counsellor(s) and teachers are readily available to provide guidance and assistance for students facing stress, anxiety, or any emotional challenges.

### **c. Career Counseling**

We offer comprehensive career counseling services to help students make informed choices about higher education and future career paths.

## **5.6 Differentiation and Inclusive Pedagogy**

To ensure inclusivity, we incorporate the following strategies:

### **a. Differentiated Instruction**

Our educators differentiate instruction to accommodate varying learning styles and abilities within the classroom. This approach ensures that every student can access and succeed in the curriculum.

### **b. Inclusive Assessment**

Assessments are designed with inclusivity in mind. We offer a range of assessment options and accommodations to ensure that students with diverse needs can effectively demonstrate their understanding and skills.

## **5.7 Personal Projects and Community Engagement**

The Personal Project encourages students to explore their interests and passions while fostering community engagement. Our approach to inclusivity in these areas includes:

### **a. Individualized Project Support**

Students with diverse needs receive individualized support to ensure that they can complete their Personal Projects successfully. This support may involve additional resources, adapted timelines, or specialized guidance.

### **b. Inclusive Community Projects**

Community projects emphasize inclusivity and community engagement. We actively encourage students to design and participate in projects that promote diversity, equity, and inclusion within the local community.

## **5.7 IB-PYP: Building the Foundation of Inclusivity**

### **5.7.1. Trans disciplinary Learning**

The IB-PYP's transdisciplinary approach provides a fertile ground for inclusivity. Our commitment to inclusivity in the IB-PYP involves:

#### **a. Inclusive Curriculum Design**

Our educators design transdisciplinary units with inclusivity in mind, ensuring that all students have the opportunity to explore various subject areas while accommodating their diverse learning needs.

#### **b. Language of Instruction**

We recognize the importance of language in the IB-PYP. Students are encouraged to engage with the program in their preferred language, and we offer language support as needed to ensure comprehension and participation.

### **5.7.2 Support for Learner Profile Development**

The IB-PYP learner profile attributes form the core of character development. Our approach to inclusivity in the IB-PYP includes:

#### **a. Individualized Character Education**

Character education is tailored to the individual needs and abilities of each student. We focus on developing attributes such as empathy, open-mindedness, and principled behavior to foster inclusivity.

#### **b. Inclusive Student-Led Conferences**

Student-led conferences in the IB-PYP provide a platform for students to showcase their learning journey. These conferences are conducted with inclusivity in mind, allowing students to present their progress in a way that aligns with their unique abilities.

### **5.7.3. Action and Service**

Action and service are central to the IB-PYP's mission of creating responsible global citizens. Our commitment to inclusivity in this context includes:

#### **a. Diverse Service Opportunities**

We offer a range of service opportunities that cater to diverse interests and abilities. This ensures that every IB-PYP student can actively engage in service initiatives.

#### **b. Inclusive Action Plans**

Action plans are developed in consultation with students to ensure that they are both meaningful and achievable, considering each student's abilities and strengths.

## **Middle School:**

### **Section V: Inclusive Policy - CBSE Philosophy**

At Skill Stork International School, we wholeheartedly embrace the principles and philosophy of the Central Board of Secondary Education (CBSE) in our pursuit of providing an inclusive educational environment. Our inclusive policy is comprehensive and tailored to meet the diverse needs of students at every stage of their CBSE education, from the primary level to the secondary level. In this detailed account, we will explore the various facets of our inclusive policy as they apply to both CBSE primary and secondary education, ensuring that inclusivity remains at the core of our educational approach.

#### **CBSE Primary Level: Nurturing the Foundations of Inclusivity**

##### **1. Differentiated Instruction at the Primary Level**

###### **a. Recognizing Diverse Learning Styles**

Inclusivity begins with acknowledging the rich tapestry of diverse learning styles, abilities, and backgrounds that students bring to our primary classrooms. Our dedicated educators understand that no two students are alike, and they employ differentiated instruction techniques to ensure that each child's unique learning needs are met.

###### **b. Flexible Grouping Strategies**

To create a truly inclusive learning environment, we utilize flexible grouping strategies that cater to various learning styles. This might involve collaborative group activities, peer-assisted learning, or individualized instruction, allowing students to engage with the curriculum in a way that aligns with their strengths and preferences.

##### **2. Comprehensive Support for Special Educational Needs (SEN)**

###### **a. Early Identification and Intervention**

Early identification of students with special educational needs (SEN) is paramount to providing effective support. Our primary educators work closely with our specialized support team to identify students who may require additional assistance. This early intervention allows us to address specific learning challenges promptly.

###### **b. Personalized Individualized Education Plans (IEPs)**

For students with SEN, we develop and implement personalized Individualized Education Plans (IEPs). These plans are tailored to the unique needs and abilities of each student and outline specific goals, accommodations, and support strategies to facilitate their academic progress and overall development.

##### **3. Inclusive Curriculum Design**

###### **a. Multisensory Learning Experiences**

The CBSE primary curriculum is intentionally designed to engage students in multisensory learning experiences. This approach accommodates diverse learning modalities, ensuring that students can access and comprehend the curriculum effectively. Whether through hands-on

activities, visual aids, or interactive projects, we strive to make learning accessible to all.

**b. Access to Inclusive Materials**

To further enhance inclusivity, we provide a wide array of inclusive learning materials. These resources include textbooks in various formats, audiovisual materials, and tactile resources, ensuring that students with diverse learning needs have access to the tools and materials that best suit their individual requirements.

**CBSE Secondary Level: Advancing Inclusivity for Higher Education**

**1. Academic Rigor with a Commitment to Inclusive Practices**

**a. Alignment with the CBSE Curriculum**

Our secondary education program aligns seamlessly with the CBSE curriculum, ensuring that students receive a rigorous education that prepares them for higher academic pursuits. Inclusivity is an integral part of this curriculum, promoting a holistic approach to learning.

**b. Inclusive Assessment Practices**

Assessment is a crucial aspect of education, and our secondary-level assessments are designed with inclusivity in mind. We offer a variety of assessment options and accommodations to ensure that students with diverse needs can effectively demonstrate their understanding and skills. This includes modified assessments and extended time allowances, among other accommodations.

**2. Support for Diverse Learning Styles and Abilities**

**a. Continuing Emphasis on Differentiated Instruction**

Differentiated instruction continues to be a cornerstone of our educational approach at the secondary level. Our dedicated educators employ a variety of strategies to accommodate diverse learning styles. This may involve tiered assignments, flexible grouping, and varying levels of support within the classroom.

**b. Harnessing the Power of Inclusive Technology**

In today's digital age, technology plays a vital role in education. To support students with diverse needs, we provide access to assistive technologies. These technologies include screen readers, voice recognition software, and adaptive keyboards, empowering students to engage with the curriculum effectively.

**3. Collaboration with CBSE**

**a) Participating in CBSE Initiatives**

We actively participate in CBSE initiatives related to inclusive education. This collaboration allows us to contribute to the development of inclusive education practices on a national level.

**b) Collaborative Research and Development**

We engage in collaborative research and development projects with CBSE and other affiliated schools. These projects aim to advance the understanding of inclusive practices and improve the quality of inclusive education in India.

**Using Prashast mandate to sensitize teachers on different forms of needs of a child and how to support them. To use scientifically proven methodologies to screen a child. The prashast documentation both Part – I and Part – II are used during the admission as well as the counselling process to understand a students need and special abilities.**

## **Section VI: Inclusive Policy - CAIE Philosophy**

At Skill Stork International School, we are deeply committed to embracing the principles and philosophy of Cambridge Assessment International Education (CAIE) in our pursuit of providing an inclusive and globally-minded educational environment. Our inclusive policy is intricately woven into the fabric of CAIE's values and practices, and it extends across all levels of education. In this comprehensive exploration, we will delve into the various dimensions of our inclusive policy, grounded in CAIE's philosophy.

### **Embracing CAIE Principles of Inclusion**

#### **1. CAIE's Commitment to Diverse Perspectives**

##### **a. A Global Outlook**

CAIE's emphasis on diverse perspectives aligns seamlessly with our commitment to fostering a global outlook among our students. Our curriculum actively incorporates diverse viewpoints from various cultures and regions, encouraging students to engage critically with global issues.

##### **b. Encouraging Cultural Awareness**

We believe in nurturing cultural awareness and sensitivity among our students. This includes celebrating cultural diversity through events, projects, and discussions that foster respect and appreciation for different cultures, traditions, and histories.

#### **2. Promoting Adaptability through CAIE's Framework**

##### **a. Preparing for an Ever-Changing World**

CAIE's emphasis on adaptability resonates with our commitment to preparing students to navigate a rapidly changing world. We foster adaptability and resilience in our educational approach, equipping students with the skills they need to thrive in a dynamic global landscape.

##### **b. Lifelong Learning**

We emphasize the value of lifelong learning, encouraging students to be curious, open-minded, and adaptable learners. This approach empowers students to embrace new challenges and opportunities throughout their lives.

### **Integrating CAIE into Curriculum**

#### **1. Alignment with CAIE Curriculum Standards**

##### **a. Academic Excellence**

Our curriculum aligns meticulously with CAIE standards, ensuring that our students are well-prepared to excel in CAIE assessments. This alignment reflects our commitment to academic excellence and inclusivity, as it guarantees that all students receive an education of the highest quality.

##### **b. Encouraging Critical Thinking and Inclusivity**

CAIE's focus on critical thinking and independent inquiry is deeply embedded in our curriculum. We encourage students to think critically about diverse perspectives and global issues, fostering open-mindedness and empathy. This approach not only enriches their academic journey but also promotes inclusivity.

## **2. Encouraging Critical Thinking and Inclusivity**

### **a. Student-Centered Learning**

Our educational approach is centered around students, emphasizing active participation, inquiry-based learning, and collaborative problem-solving. This student-centric philosophy aligns harmoniously with CAIE's focus on developing independent thinkers who can engage with complex issues inclusively.

### **b. Nurturing Global Citizenship**

CAIE's vision of nurturing global citizenship is at the heart of our curriculum. We actively encourage students to engage with global challenges, encouraging them to become responsible global citizens who value diversity, respect human rights, and work towards a more inclusive world.

## **Assessing Inclusivity through CAIE**

### **1. CAIE Assessment Practices and Inclusion**

#### **a. Inclusive Assessment Strategies**

Our assessment practices are in alignment with CAIE standards, which emphasize fairness and inclusivity. We implement inclusive assessment strategies that accommodate diverse learning needs, including students with special educational needs or different language proficiencies.

#### **b. Support for Diverse Learning Styles**

We recognize that students have diverse learning styles, and our assessments are designed to accommodate these differences. This ensures that all students have a fair opportunity to demonstrate their knowledge and skills.

### **2. Celebrating Inclusive Achievement in CAIE Certification**

#### **a. Recognizing Diverse Talents**

We take pride in celebrating the inclusive achievements of our students in CAIE assessments. Our commitment to inclusivity means that we recognize and value diverse talents and abilities, ensuring that every student's accomplishments are acknowledged and celebrated.

#### **b. Encouraging Aspirations**

Our approach to CAIE certification goes beyond academic achievement. We encourage students to aspire to their full potential and support them in pursuing their goals, whether they aim for further education, entrepreneurship, or any other endeavor.



## **8. Section VII: Addressing Bullying, Racism, and Religious Intolerance**

Creating an inclusive environment requires a steadfast commitment to addressing discrimination, bullying, racism, and religious intolerance. We maintain a zero-tolerance policy for such behaviors and actively promote a culture of respect and understanding.

### **8.1 Zero Tolerance for Discrimination**

#### **8.1.1 Defining Discrimination and Harassment**

We define discrimination and harassment broadly to encompass any behavior that targets individuals based on their race, ethnicity, religion, gender, sexual orientation, disability, or any other characteristic. This definition ensures that all forms of discrimination are addressed.

#### **8.1.2 Reporting and Investigation Protocols**

We have established clear and accessible reporting mechanisms for students, staff, and parents to report incidents of discrimination, harassment, or bullying. Reports are treated with the utmost confidentiality, and prompt and thorough investigations are conducted to address such incidents.

### **8.2 Cultivating a Diverse and Inclusive Curriculum**

#### **8.2.1 Promoting Multiculturalism and Tolerance**

Our curriculum actively promotes multiculturalism and tolerance by including diverse cultural perspectives and historical narratives. We encourage students to learn about and appreciate different cultures, traditions, and religions.

#### **8.2.2 Inclusive History and Social Studies Education**

Inclusive history and social studies education provide students with a comprehensive understanding of historical and contemporary issues related to discrimination, racism, and religious intolerance. These subjects promote critical thinking and empathy.

### **8.3 Educational Initiatives**

#### **8.3.1 Anti-Bullying Campaigns**

We conduct anti-bullying campaigns and initiatives throughout the academic year to raise awareness about the consequences of bullying and promote a culture of respect and kindness.

#### **8.3.2 Diversity and Inclusion Workshops**

We organize workshops and seminars for students, parents, and staff to enhance awareness and understanding of diversity and inclusion. These events provide valuable insights, strategies, and resources to promote a more inclusive school community.

## **Structure, coordination and monitoring of Inclusive Policy:**

### **1. Policy Review and Revision process:**

The development of the Inclusive Policy involved a comprehensive process, including the following key steps:

Needs Assessment: Identifying the inclusive needs of students, teachers, and parents.

Research: Reviewing international best practices in inclusive education.

Stakeholder Consultation: Gathering input from counsellors, teachers, students, parents, and external experts.

Drafting: Creating a preliminary policy document.

Review and Feedback: Soliciting feedback from all stakeholders and revising the policy accordingly.

Approval: Finalizing the policy and obtaining approval from the school board.

### **2. Implementation:**

- i. Inclusive practices in classroom
  - a. UDL
  - b. Differentiated instructions
  - c. Collaborative learning
  - d. IEP's
- ii. Professional Development for teachers:
  - a. Sensitization of members
  - b. Promoting values of inclusion
- iii. Social and emotional learning
  - a. Well Being
  - b. Student sensitization
  - c. Multicultural activities/events
- iv. Student Support Services
  - a. Academic counselling
  - b. Career counselling
  - c. Emotional Well Being
- v. Community Engagement

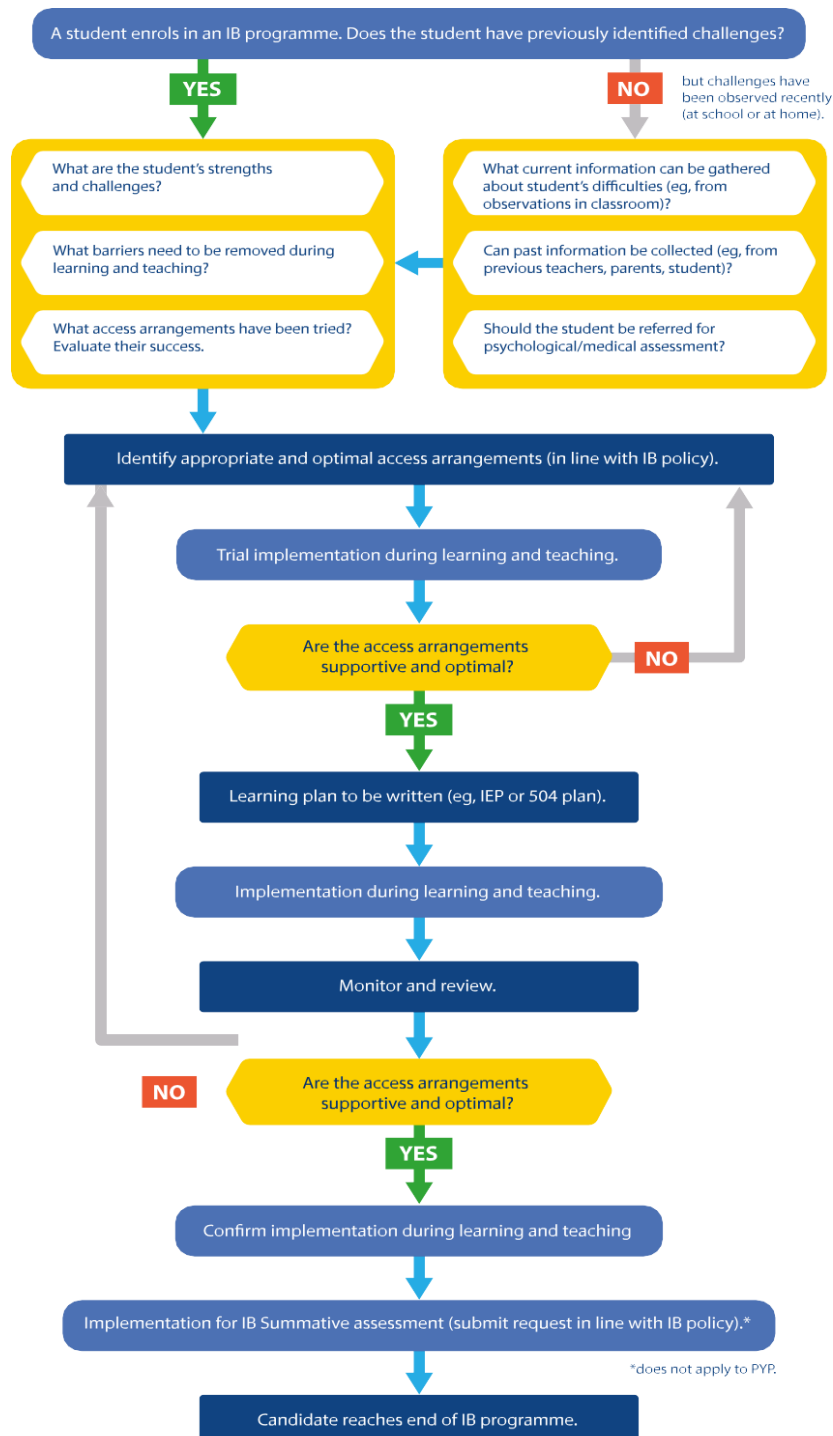
### **3. Process of reference:**

- i. During the academic year
  - a. Early detection and identification through classroom observation.
  - b. A screening test will be done by the class teachers (referring to checklist), the test reports will be handed over to the counsellor.
  - c. The school well-being counsellor conducts their set of screening tests.
  - d. The counsellor will share the observations with the teacher and the academic coordinator and simultaneously arrange for access requirements.
  - e. A report will be generated that will be shared with the parents.
  - f. In case, if the parent doesn't want to avail inclusive access arrangements then the parent will have to send an email to the school mentioning they don't require

access arrangement although the school is ready to provide.

ii. Final IB Exams:

- a. Parental consent required for applying inclusive access arrangements (per IB requirement).
  - b. Educational evidence obtained from subject teacher, scanned, and saved.
  - c. Psychological report from a psychologist must be provided and saved.
  - d. Inclusive access arrangement request filled by Programme coordinator.
  - e. Once approved by IB, email notification sent to students and parents regarding granted access arrangements.
  - f. Email notification sent to all students and parents if any student has colour blindness.
  - g. For students with medical issues or colour blindness, a medical report obtained from parents to determine access arrangements.
  - h. Approval printout kept with exam materials for reference during IB exams.
- Adherence to IB's "Access and Inclusion policy" in all cases.



## **9. Section VIII: Access Arrangements and Counseling Support**

Creating an inclusive environment also requires addressing physical access arrangements and providing comprehensive counseling support for students.

### **9.1 Accessible Physical Environment**

#### **9.1.1 Infrastructure and Facilities**

We are committed to providing physical accommodations to ensure that all students can access our facilities comfortably. Our school is equipped with ramps, accessible restrooms, and designated parking spaces to accommodate students with physical disabilities.

### **9.2 Counseling Services**

#### **9.2.1 Comprehensive Emotional Support**

Our counseling services play a vital role in providing emotional support to students. Our trained counselors offer a safe space for students to express their feelings and concerns, helping them navigate the challenges they may face in their personal lives.

#### **9.2.2 Academic and Career Counseling**

In addition to emotional support, our counselors offer academic guidance, assisting students in making informed decisions about their educational paths. They provide advice on course selection, career planning, and academic goal setting.

## **10. Section IX: Measuring and Evaluating Inclusivity**

Inclusivity is not an abstract concept; it is a tangible commitment that must be measured, evaluated, and continuously improved. This section outlines our approach to assessing inclusivity.

### **10.1 Assessment of Inclusive Practices**

#### **10.1.1 Data Collection and Analysis**

We collect data on various aspects of inclusive practices, including student outcomes, participation, and satisfaction. This data is analyzed regularly to identify areas for improvement.

#### **10.1.2 Surveys and Feedback Mechanisms**

We actively seek feedback from students, parents, and staff through surveys and feedback mechanisms. This input is invaluable in assessing the impact of our inclusive practices and making necessary adjustments.

### **10.2 Continuous Improvement**

#### **10.2.1 Setting Inclusivity Goals**

We set specific inclusivity goals based on data and feedback. These goals guide our efforts to improve inclusive practices and create a more inclusive learning environment.

#### **10.2.2 Adaptation and Evolution of Policies**

Our inclusivity policies and practices are not static. They evolve in response to changing needs and circumstances. We remain committed to staying at the forefront of inclusive education by adapting our policies as required.

### **10.3 Accountability and Transparency**

#### **10.3.1 Reporting to Stakeholders**

We regularly report on our progress in achieving inclusivity goals to students, parents, staff, and the wider community. This transparency ensures that our commitment to inclusivity is upheld and visible to all stakeholders.

#### **10.3.2 External Audits and Certification**

We welcome external audits and certification processes to verify and validate our inclusive practices. This external scrutiny ensures that we maintain the highest standards of inclusivity.

## **11. Section X: Community Engagement and Partnerships**

Inclusivity extends beyond the walls of our school. We actively engage with parents, guardians, and local organizations to create a more inclusive community.

### **11.1 Engaging Parents and Guardians**

#### **11.1.1 Parent-Teacher Conferences**

Parent-teacher conferences provide a platform for open communication between educators and parents. These conferences allow us to discuss student progress, address concerns, and collaborate on strategies to support inclusive education.



## CONFIDENTIAL DOCUMENT

### School Counsellor Referral/Checklist Form

Learners Name: \_\_\_\_\_

Grade: \_\_\_\_\_ DOB: \_\_

Parent/Guardian Name: \_\_\_\_\_ Referred by: \_\_\_\_\_

Date of referral:      Teacher      Parent      Self      Other

Name of HRT: \_\_\_\_\_

#### Reason(s) for referral-Problems/concerns related to: (please check all that apply)

<input type="checkbox"/>	Drastic change in Behaviour	<input type="checkbox"/>	Nervous/Anxious	<input type="checkbox"/>	Stealing
<input type="checkbox"/>	Worries	<input type="checkbox"/>	Aggression/Anger	<input type="checkbox"/>	Destruction of property
<input type="checkbox"/>	Day Dreams/Fantasizes	<input type="checkbox"/>	Perfectionist	<input type="checkbox"/>	Acting Out
<input type="checkbox"/>	Fears	<input type="checkbox"/>	Fighting	<input type="checkbox"/>	Peer Relationship
<input type="checkbox"/>	Sadness	<input type="checkbox"/>	Lying	<input type="checkbox"/>	Social Skills
<input type="checkbox"/>	Always tired	<input type="checkbox"/>	Bullying	<input type="checkbox"/>	Personal Hygiene
<input type="checkbox"/>	Lacks Motivation	<input type="checkbox"/>	Disrespectful	<input type="checkbox"/>	Family Concerns
<input type="checkbox"/>	Inattentive	<input type="checkbox"/>	Hurts Self	<input type="checkbox"/>	Academics
<input type="checkbox"/>	Withdrawn	<input type="checkbox"/>	Impulsive	<input type="checkbox"/>	Absenteeism
<input type="checkbox"/>	Cries easily for age	<input type="checkbox"/>	Hyperactive	<input type="checkbox"/>	Disorganized
<input type="checkbox"/>	Lacks Confidence	<input type="checkbox"/>	Easily Distracted	<input type="checkbox"/>	Assignments/Homework

#### Description of the problem:

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Signature of the person making Referral

Date of Referral

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## Parent/Guardian Consent for Individual and Group Counselling Services

This is to inform you that your ward \_\_\_\_\_ from grade \_\_\_\_\_, has been referred to the School Counsellor by \_\_\_\_\_ for concerns related to:

Academic

Behaviour

Personal

Other

School Counsellor will conduct counselling sessions in the school during school hours or if needed after school hours/Saturdays, which will be conducted with prior permission.

### Confidentiality:

Confidentiality will be maintained towards the information revealed between the learner and the counsellor during the counselling sessions. The parent, teacher and the school authorities will be involved only if the need be arises in the process of counselling for the wellbeing of the learner.

### Consent:

I, \_\_\_\_\_, father/mother/guardian of Mst/Miss \_\_\_\_\_, have read and understood the contents of this informed consent. I willingly give my ward the permission to participate in the proposed counselling activities.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Contact number of the guardian/parent \_\_\_\_\_

Email id of the guardian/parent: \_\_\_\_\_

## Parent Intake Form for Learners Referred for Counselling

Learners Name: \_\_\_\_\_ Grade: \_\_\_\_\_

DOB: \_\_\_\_\_ M/F: \_\_\_\_\_ Referred by: \_\_\_\_\_

Parent/Guardian Name: Father: \_\_\_\_\_ Mother: \_\_\_\_\_

Email Id: \_\_\_\_\_

Contact No: \_\_\_\_\_

Occupation: Father: \_\_\_\_\_ Mother: \_\_\_\_\_

Siblings Y/N: If Yes, No: \_\_\_\_\_ Age of Sibling: \_\_\_\_\_

Birth History:

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Medical History if any:

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Family History if any which guardian/parent feels is relevant to share:

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Assessment/Intervention done earlier: (Attach copies of intervention, if any)

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Plan of action:

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Parent Conference Sheet

Name of the learner: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

with: \_\_\_\_\_

Met  
Issues

Discussed:

\_\_\_\_\_

Action Decided:

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Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Confidential Record of Counselling/Observation Sessions

Name of the learner: \_\_\_\_\_ Grade : \_\_\_\_\_

Session: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Observations:

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Counsellor's signature: \_\_\_\_\_

Session: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Observations:

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Counsellor's signature: \_\_\_\_\_

Session: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Observations:

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Counsellor's signature: \_\_\_\_\_

Session: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Observations:

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Counsellor's signature: \_\_\_\_\_

### Individual Educational Plan

Name of the learner: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of referral: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

#### Areas of concern

Language	Speaking	Numeracy	Behaviour	

Strength:

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Areas of improvement:

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Intended outcome of the Individual Educational Plan

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Short term goals	Long term goals

Support Strategies:

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Goals achieved:

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Learning Support Department:\_\_\_\_\_

Counsellor's signature: \_\_\_\_\_

## SECTION XII – PRASHAST SCREENING DOCUMENTATION

### PRASHAST PART-1

NAME OF STUDENT: \_\_\_\_\_ CLASS: \_\_\_\_\_ AGE: \_\_\_\_\_ GENDER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ SCHOOL ID: \_\_\_\_\_

\_\_\_\_\_ CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ NAME OF FATHER: \_\_\_\_\_ NAME OF

MOTHER: \_\_\_\_\_ HEIGHT: \_\_\_\_\_ WEIGHT: \_\_\_\_\_

#### Instruction

Kindly place (✓) against the items applicable.

S.No.	ITEMS	Tick (✓) (if behaviour applies)
1.1	This student has difficulty in walking or needs support to walk/ climb stairs.	
1.2	This student has difficulty in moving/using any part of the body (for example hands for writing, eating, etc.).	
1.3	This student has observable deformity such as missing any body parts, say for example hand/finger/ leg.	
2.1	This student experiences numbness (feels nothing/lack of sensation) in hand/feet/leg/arm.	
3.1	This student has stiffness/floppiness in limbs and/or jerky movement in limbs/ jerky walking pattern/ involuntary (uncontrolled) movements.	
3.2	This student has problems in self-help skills/defecating/ washing/ eating /holding and placing objects/ cutting/pasting.	
3.3	This student has slurred (unclear) speech or drooling.	
4.1	This student is significantly shorter for his/her age.	
4.2	This student has a disproportionately large head/ bowed legs/ short fingers/ neck.	
5.1	This student falls frequently and has difficulty getting up from a lying or sitting position.	
5.2	This student always walks on his/her toes.	
6.1	This student is an acid attack survivor.	
7.1	This student is unable to see anything using both eyes.	
8.1	This student has difficulty in seeing in low lighting or feels the need to move towards the source of light.	
8.2	This student blinks/rubs his/her eyes frequently or complains about burning sensation or itchiness in or around the eyes/ frequent headache.	
8.3	This student holds a book too far or too close while reading.	
8.4	This student faces difficulties while reading such as misplaces the line or skips lines in between, omits words, adds words, moves head along the text.	

8.5	This student avoids engaging in activities requiring visual focus such as reading or colouring or writing/copying from blackboard or prefers to copy from peers.	
8.6	This student closes or covers one eye while reading or focusing on close objects.	
8.7	This student has misaligned eyes (asymmetrical or squint).	
9.1	This student turns head to position ear in the direction of the speaker or purposefully watches the face of the speaker during a conversation.	
9.2	This student does not respond when addressed or called out.	
9.3	This student uses an unusually loud voice while speaking or often mispronounces words.	
9.4	This student frequently asks for repetition during dictation or verbal instruction.	
9.5	This student has problems in hearing environmental sounds such as the school bell, people calling or is not startled / surprised by loud noises.	
10.1	This student repeats words or parts of words or speaks in short, fragmented phrases.	
10.2	This student stammers while speaking or speaks incoherently.	
11.1	This student has difficulty in communicating or socializing with others.	
11.2	This student is unable to do everyday tasks like finishing homework/following instructions/directions of the teacher or even using the washroom without help.	
11.3	This student's behaviour doesn't conform to the context (playground/classroom/home) or accepted social norms for example, frequently walks out of the class without permission, speaks out of turn and keeps interrupting.	
11.4	This student has difficulty in applying what is learnt successfully in one situation/context to another. For example, she/he can solve questions related to addition with pen/pencil and paper but is unable to answer when asked 'if there are 5 bananas and 3 mangoes, how many fruits are there in total?'	
12.1	This student reads or writes slower than the average/expected speed.	
12.2	This student has bad handwriting that lacks clarity even after sufficient practice and exercises.	
12.3	This student has continuous difficulties in understanding the meaning of what is read	



12.4	This student exhibits difficulty in recalling the spellings of learnt words/ grammar/ punctuation/ organization, even after teaching multiple times.	
12.5	This student has a comparatively short attention span or is unable to concentrate on a task.	
12.6	This student has difficulty in organizing himself/herself to complete a task on time.	
12.7	This student lacks a sense of direction (left-right/ up-down/front-back).	
12.8	This student reverses letters or symbols or words or numbers while writing, for example, writing “q” instead “p” or b/d, u/v, w/m, च/ज, प/त, frequently.	
12.9	The errors committed by this student have a particular pattern or consistency.	
12.10	This student has difficulty in understanding mathematical symbols such as +, -, x, ÷.	
13.1	This student has difficulty in making eye contact or looking at the speaker.	
13.2	This student echoes or repeats words. For example, on being asked ‘What is your name?’ will repeat ‘What is your name?’ instead of telling his/her name.	
13.3	This student has difficulty in interacting/making friends/playing with peer group/classmates.	
13.4	This student finds it difficult to deal with sudden changes in routine for example, change in class teacher/change in classroom/timetable/seating arrangement.	
13.5	This student exhibits repetitive mannerisms like hand flapping, nodding head, finger movement, rocking body, and vocal repetitions (sounds/words/phrases).	
13.6	This student can count (for example 1-100) but is not able to give two pencils/three pens when asked.	
13.7	This student has difficulties in following group instructions and requires specific individual instructions by name, for example while instructing the whole class ‘open your mathematics books’, this child may require ‘Rohit, open your mathematics book’.	
13.8	During story telling sessions, this student always appears not to be interested while all others are listening keenly.	
13.9	This student reverses pronouns or avoids using pronouns. For example, when the teacher asks ‘Have you brought your homework?’ the child responds ‘You brought your homework/ Rani brought your homework’.	

13.10	This student can read fluently and repeat verbatim but is not able to narrate (orally/write) in his/her own words.	
14.1	This student often appears sad or seems withdrawn or has severe mood swings or has trouble focusing or staying in her/his own seat.	
14.2	This student has an unexplained weight loss or weight gain.	
14.3	This student complains frequently about aches such as headaches and stomach-aches.	
14.4	This student often has suicidal thoughts or talk about attempting suicide or indulge in self-harm activities such as making cut marks or burning.	
14.5	This student appears to be involved in drugs or alcohol use.	
14.6	This student appears to be detached from reality and lives in an imaginary world, for example, talking to imaginary friends (that is not make-believe play).	
14.7	This student appears to have intense feelings of fear without any specific reason.	
14.8	This student exhibits drastic changes in behaviour or personality, for example, fighting frequently, using weapons, and expressing a desire to seriously hurt others.	
15.1	This student gets tremors (rhythmic contraction and relaxation of muscle).	
15.2	In comparison to other students, this student gets easily tired or fatigued.	
16.1	This student has unexplained and excessive bleeding from cuts or injuries or has many large or deep bruises or has frequent/unusual nosebleeds without a known cause.	
17.1	This student has swelling in abdomen/hands/feet or has frequent fever.	

## PRASHAST PART-2 INSTRUCTIONS

### Becoming Familiar with PRASHAST Part-2

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#### Guidelines for Special Educators/Resource Teachers/Counsellors

1. PRASHAST Part-2 contains checklists of 21 disabilities, as per the classification in RPwD Act, 2016.
2. A separate list of characteristics based on the prominent (easily recognizable) symptoms for each disability condition with minimum or no use of medical or technical terminology is provided.
3. PRASHAST Part-1 is to be decoded with the help of the table given below.
4. PRASHAST Part-2 provides definitions of disability conditions according to the RPwD Act, 2016.
5. Each question needs to be answered as 'YES' or (✓) based on the detailed behavioral observations.
6. PRASHAST Part-2 also presents a table for consolidating the class wise and school wise data for 21 categories of disability conditions.

#### HOW TO USE PRASHAST PART-2

##### **PRASHAST Part-2 is to validate the findings of PRASHAST Part-1 from the regular / class teachers**

1. PRASHAST Part-2 is for use by special teachers and /or experts identified by the Principal/ Head Master/Head Mistress.
2. Before using PRASHAST Part-2 read the document carefully.
3. Use PRASHAST Part-2 to validate the screening of the students already screened by regular teachers using PRASHAST Part-1.
4. The special educator/counsellor/principal of the school is required to check the items ticked by regular teachers in **PRASHAST Part-1** and decode the same using Table 1 below, for each student separately.
5. Fill the PRASHAST Part-2, by considering the disability categories decoded in PRASHAST Part-1 and after observing the child for a considerable time period (minimum 15 days), in different situations (inside/outside classroom, playground, canteen, mealtime, assembly, etc.).
6. School wise data sheet along with the filled checklists for all 21 disabilities (where applicable), provided in PRASHAST Part-2 to be submitted as one single booklet per school.

## DECODING PRASHAST PART-1

**Table 1: PRASHAST Part-1 Decoding Table**

S.NO	ITEM No. of Part-1	DISABILITY CONDITIONS
1.	1.1-1.3	Locomotor Disability
2.	2.1	Leprosy Cured Person
3.	3.1-3.3	Cerebral Palsy
4.	4.1-4.2	Dwarfism
5.	5.1-5.2	Muscular Dystrophy
6.	6.1	Acid attack Victims
7.	7.1	Blindness
8.	8.1-8.7	Low Vision
9.	9.1-9.5	Hearing Impairment
10.	10.1-10.2	Speech and Language Disability
11.	11.1-11.4	Intellectual Disability
12.	12.1-12.10	Specific Learning Disabilities
13.	13.1-13.10	Autism Spectrum
14.	14.1-14.8	Mental Illness
15.	15.1-15.2	Multiple Sclerosis
16.	No question was included as it is very rare in children	Parkinson's Disease
17.	16.1	Haemophilia
18.	17.1	Thalassemia
19.	17.1 (Sickle cell disease and thalassemia were combined in one question)	Sickle cell disease
20.	If the symptoms lies in more than one of the above categories	Multiple Disabilities
21.	As per the state and central government additional notification, if any	Any other category as may be notified by the Central Government

### Steps for Decoding:

1. Kindly write the name and details of students screened using PRASHAST Part-1 in the table 2 titled "Suspected Disabilities Based on PRASHAST Part-1 and Part-2".
2. Assign a serial number to every student mentioned in Step-1, for instance Student-1 will be S1, Student-2 will be S2 and so on.
3. Mention the suspected disability conditions in Table 2, under column, "Suspected Disabilities in Part-1". You may list more than 1 disability under this column against each student based on the items ticked by the teacher in PRASHAST Part-1.
4. Refer to the Specific Disability Checklists (**Table 3 to 20**) provided in PRASHAST Part-2. There are empty columns against each disability condition Item. They need to be filled as per the uniquely assigned serial number in step-2 for each student. For example,

if there are 4 disability conditions namely, Locomotor, Cerebral Palsy, Hearing Impairment and Muscular Dystrophy, decoded for S1 as identified in “Suspected Disabilities in Part-1” and then mark S1 in one of the empty columns and tick the behavioural conditions that apply.

5. Observe the child to arrive at **maximum 2 possible** disability conditions and mention these disabilities in Table 2 under the column “Suspect Disability conditions based on Part-2”.
6. In case any starred items (\*), are ticked then immediate action has to be taken, in consultation with Principals/School Heads and also mention it in Table 21 as given on Page 41.
7. After filling PRASHAST Part-2 obtain Parent’s consent for further referral.
8. Fill the class-wise and school-wise data tables.
9. Submit the finalized school-wise data, class-wise data, Parent’s consent form and filled PRASHAST Part-2 to the School Head for further sharing with concerned authorities such as cluster resource coordinators and the block resource coordinators.
10. The records of filled Part-1 PRASHAST forms should be maintained in the school.

**NAME OF THE SCHOOL:** \_\_\_\_

**SPECIAL**

**EDUCATOR’S/RESOURCE PERSON’S NAME:** \_\_\_\_

**Table 2: Suspected Disabilities Based on PRASHAST Part-1 and Part-2**

S.No.	Name of the Student	Class	Age	Gender	Suspected Disabilities in Part-1	Suspected Disability Condition based on Part-2 (to be written after filling Part-2)

**Points to Remember:**

All the disability checklists in PRASHAST Part-2 may/may not apply to all the students listed in table “Suspected Disability data”.

## PRASHAST PART-2

### PHYSICAL DISABILITY

*Physical disability refers to disability caused due to physical deformities or amputations and is a limitation to person's physical functioning, mobility, stamina or ability to perform physical actions.*

#### 1. LOCOMOTOR DISABILITY

Loco-motor disability means an inability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs (RPwD, 2016).

**Table 3 Specific Checklist: Locomotor Disability**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student have difficulty in walking or needs support to walk?					
2.	Does this student have difficulty in using/moving any part of the body?					
3.*	Does this student have an amputated (e.g. removal of a limb by surgical operation) body part?					
4.	Does this student walk with sudden involuntary twitches or jerks?					
5.*	Does this student use (a) crutches (b) aids (c) appliances (d) wheelchair to walk or move around?					
6.*	Does this student have observable deformity in (a) neck (b) hands (c) finger (d) waist (e) legs any other body part?					

#### 2. LEPROSY CURED PERSONS

Leprosy cured person means a person who has been cured of leprosy but is suffering from— (i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity; (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity; (iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation and the expression "leprosy cured" shall be construed accordingly (RPwD, 2016).

**Table 4 Specific Checklist: Leprosy Cured Persons**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student have patches of discoloured areas on the skin or any body part?					
2.	Does this student have muscle weakness or regularly complains about pain in muscles/joints?					
3.	Does this student have facial disfigurement?					
4.*	Does this student have numbness (feels nothing/ lack of sensation) in (a) hands? (b) feet? (c) legs? (d) arms?					
5.	Does this student have missing (a) fingers? (b) toes?					

Or

Is this child leprosy cured? If yes, kindly provide (attach) a brief history of treatment.

### 3. CEREBRAL PALSY

**Cerebral Palsy (CP) means a group of non-progressive neurological conditions affecting body movements and muscle coordination caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth (RPwD, 2016).**

**Table 5 Specific Checklist: Cerebral Palsy**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student have stiff or floppy muscles and need to put in more effort to get their muscles moving while doing an activity?					
2.	Does this student have poor coordination and balance?					
3.*	Does this student have tremors or involuntary movements which are hindering him/her from doing any activity?					
4.	Does this student favour using one side of the body, such as reaching with one hand or dragging a leg while crawling?					
5.	Does this student have a limited range of movement?					

6.	Does this student get easily startled (distressed) with loud or unexpected sounds and sudden environmental changes?					
7.*	Does this student have difficulty in any of the following domains? (a) sitting on an ordinary chair (b) walking (c) jumping (d) climbing (e) bending without support					
8.	Does this student have difficulty in any of the following domains? (a) holding pencil/crayon (b) placing objects (c) cutting (d) pasting					
9.	Does this student have difficulty in any of the following self-help skills? (a) using toilet (b) washing (c) eating (d) using spoon					
10.*	Does this student have problems in (a) swallowing? (b) speaking? (c) breathing? (d) Is there noticeable drooling?					

#### 4. DWARFISM

**Dwarfism means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimetres) (RPwD, 2016).**

**Table 6 Specific Checklist: Dwarfism**

S. No.	ITEMS	Student's Serial No.				
1.*	Does this student have a disproportionately large head?					
2.	Does this student have a flattened bridge of the nose?					
3.	Does this student have bowed legs?					
4.	Does this student have a prominent forehead?					
5.	Does this student have hip deformities that resulted in thigh bones turning inward?					
6.	Does this student have a broad, rounded chest?					



7.	Does this student have short fingers, often with a wide separation between the middle and ring fingers?					
8.	Does this student have delayed or no sexual development during the teen years?					
9.	Does this student have a short neck?					
10.	Does this student have a curved spine near the shoulders, resulting in hunching?					

## 5. MUSCULAR DYSTROPHY

**Muscular dystrophy means a group of hereditary genetic muscle disease that weakens the muscles that move the human body. Persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue (RPwD, 2016).**

**Table 7 Specific Checklist: Muscular Dystrophy**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student fall frequently?					
2.	Does this student have difficulty getting up from a lying or sitting position?					
3.	Does this student have trouble in (a) running? (b) jumping?					
4.*	Does this student (a) swing the body? (b) take short steps? (c) move from side to side when walking?					
5.	Does this student walk on his/her toes?					
6.	Does this student have large calf muscles?					
7.	Does this student complain about muscle pain and stiffness?					
8.	Does this student have other conditions such as developing speech later than usual?					

## 6. ACID ATTACK VICTIMS

**Acid attack victim means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance (RPwD, 2016).**

Acid is a substance that could be dangerous for its eroding chemical properties. It has

turned into an untamed weapon used by anti-social people across the globe. It would be appropriate to call the victims of acid attack as survivors for obvious reasons such as taboos, social stigma, lower self-esteem, and permanent scars that they have to live with, post the incident.

Around 200 to 300 cases are reported every year in India alone but a large number of incidents remain unreported. The victims suffer emotionally, mentally, physically, socially as a result and require a lot of support to come out of the intense distress experienced. They can be easily identified by their distinct appearance like discolouration, severe burns, and deformities in the physique. With the help of strong legal mechanisms and its strict enforcement along with active community participation, the prevention and coping of such brutal crimes can be handled effectively.

The attack leaves severe imprint on the person's public life and personal life making her/his livelihood and employment prospects challenging. To address this issue, the Government of India has included Acid Attack Victims or Survivors under the RPwD Act, 2016 for ensuring their well-being and welfare.

***Acid attack victims can be easily identified by their appearance. They have marks of severe burns on various body parts and may also suffer from physical deformities.***

## **VISUAL IMPAIRMENT**

***Visual Impairment refers to decreased ability to see to the extent that causes problems in daily functioning.***

### **7. BLINDNESS**

**Blindness means a condition where a person has any of the following conditions, after best correction—(i) total absence of sight or (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction or (iii) limitation of the field of vision subtending an angle of less than 10 degree (RPwD, 2016).**

**Table 8 Specific Checklist: Blindness**

S. No.	ITEMS	Student's Serial No.				
1.*	Is this student completely blind i.e., unable to see anything using both eyes?					
2.	Does this student have misaligned eyes/squint (asymmetrical or twisted) i.e., position/shape of both eyeballs appear to be different?					
3.	Is this student not able to differentiate between shades of green and blue or shades of red and green?					

4.	Does this student take comparatively long time to see in a darkened room after being in the light (wanting a few minutes to recognise things)?					
5.*	Does this student bump into objects or other students very frequently?					

## 8. LOW VISION

**Low vision means a condition where a person has any of the following conditions, namely:—(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree (RPwD, 2016).**

**Table 9 Specific Checklist: Low Vision**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student complain of burning sensation or itchiness in or around the eyes?					
2.	Does this student flicker his/her eyes frequently?					
3.	Does this student write irregularly i.e., words are twisted, poorly spaced, or words are not written between the ruled lines?					
4.	Does this student have a low attention span while doing visual activity?					
5.	Does this student complain of frequent headaches?					
6.	Does this student hold a book too far or too close while reading?					
7.	Does this student face difficulties while reading (misplaces the line or skips lines in between, omits words, adds words, moves head along the text)?					
8.	Does this student avoid engaging in activities requiring visual focus such as reading or colouring or writing?					
9.*	Does this student constantly or frequently rub his or her eyes, approximately 3-4 times in 10 minutes?					
10.*	Does this student complain of seeing rainbows or halos around the light?					

11.	Does this student make excessive errors in copying from chalkboard to paper on desk?					
12.	Does this student complain of blurred, cloudy or double vision?					
13.*	Does this student close or cover one eye while (a) reading? (b) focusing on close objects? (c) writing?					

## HEARING IMPAIRMENT

*Hearing impairment refers to decreased ability to listen to the extent that it creates problems in day-to-day functioning.*

### 9. HEARING IMPAIRMENT

Hearing impairment is defined as (a) “deaf” means persons having 70 DB hearing loss in speech frequencies in both ears; (b) “hard of hearing” means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears (RPwD, 2016).

**Table 10 Specific Checklist: Hearing Impairment**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student turn head to position ear in the direction of the speaker?					
2.	Does this student not respond when addressed or called out?					
3.	Does this student use an unusually loud voice when speaking?					
4.	Does this student often mispronounce words?					
5.	Does this student seem distracted and/or confused during (a) verbal communication? (b) explanations? (c) instructions? (d) needs repetition frequently?					
6.	Does this student face difficulty in following verbal directions or instructions?					
7.*	Does this student purposefully watch faces while listening during a conversation?					

8.*	Does this student not get startled or surprised by loud noises or has problems in hearing environmental sounds (i.e., school bell, people calling and/or talking to the student in social situations)?					
9.	Does this student prefer to be alone rather than with a group, or frequently withdraws from social situations?					
10.	Does this student make lots of errors in writing during dictations only?					
11.	Does this student appear to be inattentive, restless, tired, or daydreaming?					

## **SPEECH AND LANGUAGE DISABILITY**

*Speech and language disability refers to problems in communication involving hearing, speech, language, and fluency.*

### **10. SPEECH AND LANGUAGE DISABILITIES**

**Speech and language disabilities means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes (RPwD, 2016).**

**Table 11 Specific Checklist: Speech and Language Disabilities**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student repeat words or parts of words? For example, when asked 'Do you want to drink water' the child will reply "You want to drink water"					
2.	Does this student speak in short, fragmented phrases?					
3.	Does this student say words in the wrong order, for example saying "blue sky is" instead of 'sky is blue'?					
4.	Does this student struggle in the use of words, for example repeating words again and again in a sentence or unable to use appropriate words?					
5.*	Does this student have difficulty in imitating speech sounds, for example, a child is asked to repeat the word "boat" but he fails to repeat in the desired manner?					

S. No.	ITEMS	Student's Serial No.				
1.	Does this student seem to be developing more slowly than other children of the same age?					
2.	Does this student have difficulty in communicating or socialising with others?					
3.	Does this student have problems in remembering things?					
4.*	In comparison to other students, does this student have an inability to connect actions with consequences? For example, no understanding of the meaning of silent gestures (Shh...) or keeping the finger on the mouth to stop talking.					
5.	Does this student have difficulty with problem- solving or logical thinking? For example, severe discomfort in adding, subtracting, multiplying or dividing numbers or in analysing the questions properly?					
6.*	Does this student speak unclearly so that the sounds run into one another?					
7.	Does this student make a lot of repeated syntax (grammatical) or semantics (structural) mistakes? For example, repeatedly writing 'he push him' instead of 'he pushes/pushed him'.					
8.	Does this student use a limited level of vocabulary/ speech?					

## INTELLECTUAL DISABILITY

*Intellectual disability refers to significant impairment in cognitive and adaptive functioning. It causes difficulties in problem solving, reasoning and learning.*

### 11. INTELLECTUAL DISABILITY

Intellectual disability is a condition characterised by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of everyday, social and practical skills (RPwD, 2016).

**Table 12 Specific Checklist: Intellectual Disability**

6.	Is this student unable to do everyday tasks like finishing homework, following teacher's instructions/directions or using the washroom without help?					
7.	Is this student not able to express emotions and needs?					
8.	Do you think this student has improper eye contact?					
9.	Do you notice repetitive gestures like spinning on a certain spot, enjoying a particular lifestyle and way of object arrangements which can otherwise cause anxiety in this student?					
10.	Does this student react to external changes in an unexpected manner? For example, those who are nonchalant (unconcerned/disinterested) towards parents' yelling and unresponsive to stimuli such as stinging, hotness and coldness.					

## 12. SPECIFIC LEARNING DISABILITIES

**Specific learning disabilities means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia (related to reading), dysgraphia (related to writing), dyscalculia (related to mathematical calculations), dyspraxia (related to coordination and movements) and developmental aphasia (related to acquisition of language) (RPwD, 2016).**

**Table 13 Specific Checklist: Specific Learning Disabilities**

S. No.	ITEMS	Student's Serial No.				
1.	Is this student comparatively slow in reading or writing?					
2.	Does this student have poor handwriting that lacks clarity even after sufficient practice and exercises?					
3.	Does this student face difficulty and struggle in remembering numbers, figures, i.e. dates, years or statistical facts?					
4.	Does this student continuously have trouble in understanding the meaning of what is read?					
5.	Does this student face difficulty with spellings of simple words?					

6.*	Does this student have difficulty with written expression (e.g., problems with grammar, punctuation or organization) even after being taught several times?					
7.	Does this student have a short attention span or unable to concentrate on a task for half or one hour?					
8.	Does this student have difficulty in understanding the meaning of time and fail continually to comprehend the requirements of completing assignments within the asked time frame/difficulty in organizing?					
9.*	Does this child display an inability to follow directions?					
10.*	Does this student reverse letters or symbols while writing? For example, writing “q” instead “p” or b/d, u/v, w/m, p@t] Q@i] o@c] ?k@/k] i@r] +/x, ÷/-frequently?					

### 13. AUTISM SPECTRUM DISORDER

**Autism spectrum disorder means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person’s ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours (RPwD, 2016).**

**Table 14 Specific Checklist: Autism Spectrum Disorder**

S. No.	ITEMS	Student’s Serial No.				
1.*	Does this student have difficulty in making eye contact or looking at the speaker?					
2.	Does this student echo or repeat words? For example, on being asked ‘what is your name?’ will the student repeat ‘what is your name?’ instead of telling their name?					
3.	Does this student have difficulty in playing/ interacting/ making friends with peer group/ classmates?					
4.	Does this student appear to be lost in his/her own world?					



5.*	Does this student find it difficult to cope with sudden changes in his/her routine - for example, changes in timetable due to teacher absence, or other circumstances, or substitute teacher, or moving to another classroom etc.?					
6.	Does this student exhibit repetitive mannerisms like hand flapping/nodding head/finger movement/ rocking/vocal repetitions?					
7.	Does this student show poor awareness, identification of others and how they are affected by his/her behaviours like not sharing or difficulty in joining games with classmates in appropriate manner or difficulty in waiting for his/her turn?					
8.	Does this student have difficulty in following group instructions and needs specific instructions with details for every task, for example, copying from the blackboard, or opening textbooks/notebooks, or drawing a line, or bringing specific material for the next class?					
9.	Does this student speak with an abnormal tone or rhythm and use a sing song or monotonous voice or robot-like speech?					
10.	Does this student have difficulty in recognizing nonverbal cues, such as interpreting other people's facial expressions, body postures or tone of voice?					
11.*	During the story telling session does this student appear not interested while all others are listening keenly?					
12.*	Does this student read fluently and repeat verbatim but is not able to narrate (orally/written) in his/her own words?					
13.	Does this child reverse pronouns or avoid using pronouns for example, when the teacher asks 'have you brought your homework' the child responds 'you brought your homework/ Rani brought your homework'?					

## MENTAL BEHAVIOUR

*Mental behaviour includes mental illness which refers to disturbances in thoughts and behaviour that becomes obstacles in performing activities of daily living.*

### 13. MENTAL ILLNESS

Mental illness means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by sub-normality of intelligence (RPwD, 2016).

Table 15 Specific Checklist: Mental Illness

S. No.	ITEMS	Student's Serial No.				
1.	Does this student often appear sad, or seems withdrawn, or has severe mood swings that cause problems in relationships at school?					
2.	Does this student have trouble focusing or sitting still/staying in his/her seat?					
3.	Does this student have an unexplained weight loss or weight gain?					
4.	Does this student look anxious and frequently report symptoms such as headaches and stomach- aches?					
5.*	Does this student indulge in self-harm activities such as making cut marks or burning fingers?					
6.*	Has this student been observed to exhibit suicidal thoughts or talk about attempting suicide?					
7.	Has this student been observed getting involved in drugs or alcohol use?					
8.	Does this student have intense fear of something, which, in reality, has little or no actual danger?					
9.	Has this student been observed to be detached from reality and living in an imaginative world? For example, talking to or hearing voices of imaginary friends (that is not make-believe play)?					
10.*	Does this student have drastic changes in behaviour or personality, for example, fighting frequently, using weapons, and or expressing a desire to hurt himself/herself or others?					

## CHRONIC NEUROLOGICAL CONDITION

*This section includes disabilities caused by chronic neurological conditions. These are caused due to problems in nervous system of the person.*

### 14. MULTIPLE SCLEROSIS

Multiple sclerosis means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other (RPwD, 2016).

Table 16 Specific Checklist: Multiple Sclerosis

S. No.	ITEMS	Student's Serial No.				
1.	Does this student have numbness or weakness in limbs that typically occurs on one side of the body at a time or the legs and trunk?					
2.	Does this student complain about electric- shock sensations that occur with certain neck movements?					
3.*	Does this student get tremors (rhythmic, muscle contraction and relaxation)?					
4.	Does this student exhibit partial or complete loss of vision, usually in one eye at a time?					
5.	Does this student have blurry and unclear vision?					
6.*	Does this student have slurred speech? (Slurred speech is a symptom characterized by poor pronunciation of words, mumbling, or a change in speed or rhythm during talking)					
7.	Does this student get easily tired or fatigued?					
8.	Does this student complain about pins-and-needles sensation especially in the face, arms, legs and fingers?					

### 15. PARKINSON'S DISEASE

Parkinson's disease means a progressive disease of the nervous system marked by tremors, muscular rigidity and slow, imprecise movement, chiefly affecting middle- aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine (RPwD, 2016).

Parkinson's is most commonly diagnosed in people over the age of 40. Though less common, young-onset Parkinson's is diagnosed in people between the ages of 21-40. Even rarer still, Juvenile Parkinson's is diagnosed in those under the age of 21. Juvenile Parkinsonism is difficult to diagnose because the nature of its manifestation in this age group is always with atypical features. Juvenile Parkinsonism usually presents itself as dystonia or rigidity in lower limbs. There is complete absence of resting tremors in most of the cases. There may be jerky movements of legs while walking or during rest but not tremors. Many times, pain may be the first clinical manifestation.

Following are the early symptoms of Parkinson's disease that could be observed in children, which may be considered as indicative of Parkinson's later in life.

**Table 17 Specific Checklist: Parkinson's Disease**

S. No.	ITEMS	Student's Serial No.				
1.	Does this student have cramped and smaller handwriting?					
2. *	Does this student have tremors or shaking that usually begins in a limb, often hand or finger?					

## BLOOD DISORDERS

*This section includes the disabilities caused by problems in blood or blood disorders.*

### 16. HAEMOPHILIA

Haemophilia means an inheritable disease usually affecting only male but transmitted by women to their male child, characterized by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding (RPwD, 2016).

**Table 18 Specific Checklist: Haemophilia**

S. No.	ITEMS	Student's Serial No.				
1.*	Does this student have unexplained and excessive bleeding from cuts or injuries?					
2.	Does this student have many large or deep bruises?					
3.	Does this student appear to be very lethargic?					
4.	Does this student complain of a painful and prolonged headache?					

5.	Does this student have a tendency to bleed from the nose, mouth, and gums without a known cause?					
6.*	Does this student have unusual bleeding after vaccinations?					
7.	Does this student have pain, swelling or tightness in joints?					
8.	Does this student vomit repeatedly?					

## 18. THALASSEMIA

Thalassemia means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin (RPwD, 2016).

Table 19 Specific Checklist: Thalassemia

S. No.	ITEMS	Student's Serial No.				
1.	Does this student get easily tired?					
2.	Does this student complain of unusual (out-of-proportion) weakness?					
3.	Does this student have pale or yellowish skin?					
4.	Does this student look anaemic or affected with anaemia?					
5.	Does this student complain of the dark colour of the urine?					
6.*	Is this student frequently absent and visit the hospital for blood transfusion?					

## 17. SICKLE CELL DISEASE

Sickle cell disease means a haemolytic disorder characterised by chronic anaemia, painful events and various complications due to associated tissue and organ damage; "haemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of haemoglobin (RPwD, 2016).

Table 20 Specific Checklist: Sickle Cell Disease

S. No.	ITEMS	Student's Serial No.				
1.	Does this student exhibit unexplained episodes of severe pain?					
2.	Does this student exhibit swelling in the hands or feet most of the time?					

3.	Does this student exhibit abdominal swelling most of the time?					
4.	Does this student have (a) fever (b) infections frequently?					
5.*	Does this student have pale skin or nails?					
6.	Is this student tired or fatigued most of the time?					
7.	Does this student have leg ulcers?					

### **18. MULTIPLE DISABILITIES**

**Multiple disabilities include deafness, blindness which means a condition in which a person may have a combination of hearing and visual impairments causing severe communication, developmental, and educational problems (RPwD, 2016).**

This term is used for a person who has several disabilities that are physical, psychological or sensual (related to senses, eyes, tears or any other) levels. Students may have two or more diseases or disorders such as mental retardation, brain injury, orthopaedic complications, seeing-hearing challenges, cognitive and genetic issues or such medical conditions. These students may have significant trouble acquiring skills/information, registering information in their mind, and applying it timely when a need comes up.

Several common characteristics of multiple disabilities include hampered speech and communication skills, challenges in mobility, lack of sensation, physical deformities, and need for assistance in performing everyday activities.

### **19. Any other category as may be notified by the Central Government**

**This is a subject to provision of the Constitution. It will include any other disability whenever notified by the Central Government (RPwD, 2016)**

## Section XIII – References:

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