



BEACONHOUSE
NEWLANDS
Lahore



Beaconhouse Newlands

Inclusion Policy

Developed in: Academic Year 2019-20

Reviewed in: Academic Year 2020-21

Note: *There is a centralized policy on Special Education Needs in the Beaconhouse Schooling System which is developed for all schools under the umbrella. In order to align this policy with the IB curriculum framework the same has been reviewed and a policy under the title 'Inclusion' has been developed in collaboration with 'The Personalized Learning Program Department' at Beaconhouse Newlands. This version was developed a year ago and reviewed this year.*

A. Philosophy and Rationale

At Beaconhouse Newlands, we strive to provide an inclusive learning community where we combine core values with inquiry based curricula. We aim to provide a holistic education with equal opportunities when it comes to academic, social, emotional and physical needs of all learners.

Furthermore, we are committed to involve our learners in every aspect of school life. The SER (Special Education Rights) Department is designed to inspire and engage learners with special rights with all other learners in the same learning environment. We ensure to highlight and recognize our learners' strengths, ensuring that all are given the equal opportunity to contribute to the academic, social and cultural activities of the school. We implement a mix of curriculum areas suitable for the learners, creative approaches and essential life skills.

Additionally, we aim to closely monitor, assess and actively support learners who we see or feel are not making adequate progress in their academic, emotional, behavioral, social or sensory and physical development. Overall, our aim as the inclusive school is to create a welcoming and nurturing environment where all our learners feel safe, secure and supported.

In addition to reviewing the academic progress of the learners with personalized learning needs, Beaconhouse Newlands strives to create a sense of community and belonging for all its learners, where the progress of both the personalized needs learners, as well as the attitudes of the classroom learners towards their peer group is carefully monitored.

To conclude, with a strong bond and communicative relationship between the children, parents, school and other related personnel, we can achieve all we set out to do. We can provide an appropriate and stimulating environment, where all learners enjoy a sense of belonging, safety and independence with their classmates and school community, hence ensuring inclusion. It enables us to empower our learners to become the best they can be and celebrate diversity.

B. Function of Special Education Rights Department

❖ SER Register:

A recognized learner with personalized needs and special educational rights, admission at school depends on the availability of facilities and support systems in place which can be used to cater to the specific needs

If the school feels a SER learner will not benefit from the environment due to any lacking of facilities, learner will not be offered admission.

❖ Learning needs:

- Autism spectrum disorder (including Asperger's)
- Down Syndrome
- Specific learning disability (dyslexia, dyscalculia, dysgraphia)
- Speech and communication disorders
- Physical or sensory challenges (hearing or visual impairment)
- Other medical or mental health issues such as ADHD or ADD

C. Classroom curricula

- Classroom curricula at BN is designed to cater to needs of all learning needs and styles
- Learners on SER register who approach curriculum can usually be included in all learning activities and will be provided with an Individual Learning Map. This will be suitable for their social, emotional and cognitive developmental needs.
- The school ensures all learners have a positive learning environment
- Pull out interventions to reinforce learning is included in the teaching plan where necessary.
- Technological aids are used to support learning needs

D. Roles and provisions of the SER department

❖ SENCO – Special Education Coordinator

Personalized Learning within Beaconhouse Newlands will be managed by Regional Special Educational Needs Coordinators (SENCO) accessible to schools within the School Groups. Selected schools within the system will also have SENCOs on site, as part of their school staff.

❖ Other SER Staff

- *SEN Resource Room Teacher:*
The resource teacher is responsible for providing curriculum support systems for learner, teachers and administrators.
- *Special Needs Assistants (SNA):*
Learners who are only able to participate in part of the regular curriculum spend as much time as possible in regular classroom settings supervised by a shadow teacher (SNA) and the regular classroom teacher. They also receive one-on-one instruction from the SNA who develops lesson plans in conjunction with the SENCO and resource teacher.

PD Opportunities Relating to Special and Inclusionary Education

The school staff, SENCO and/or members of the Personalized Learning Department attend in-house, on-line and/or other relevant workshops for training and to keep themselves updated on current trends and developments in personalized learning and inclusion practice. The school facilitators and SENCO also remain informed about such developments through the means of regularly reading current educational articles and visiting dedicated websites.