

THE INCLUSION POLICY



SANT NIRANKARI PUBLIC SCHOOL INCLUSION POLICY

Rationale:

Sant Nirankari Public School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

SNPS is committed to inclusion. Presently, school comprises a Special educator who works with students having Special Educational needs .Students with special needs are smoothly accommodated in the mainstream.

We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued; this school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognize their individuality. Diversity is valued as a rich resource, which supports the learning of all. At SNPS inclusion recognizes a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Aims

Sant Nirankari Public school aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity
- To remove the barrier to learning and participation that can hinder or exclude individual pupils, or groups of pupil.

Inclusive provision

The school offers a continuum of provision to meet diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class. This additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. Staff support pupils with emotional and behavioural difficulties, as well as working with the more able and talented pupils in need of extension and enrichment

CBSE Instructions followed by school

Instructions/ Exemptions/ Concession extended by the Board during Secondary (Class x) & Senior School certificate (Class XII) Examinations for differently Abled Candidates – View Details - [Microsoft Word - 8694-3e0f-2f81-d5bb \(cbse.gov.in\)](#)

Parent partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the education process. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. A half termly curriculum booklet for parents is produced outlining which topic area will be covered in each curriculum subject area for each year group.

Evaluating the Inclusion Policy

The inclusion policy is reviewed annually at the end of the academic year. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors, and the comments from the annual parent questionnaire. In light of the findings, the policy is revised and amended according