



INCLUSION POLICY

PREFACE

The aim of this document is to give its readers a brief introduction to inclusion, needs of the inclusion, and what Rainbow Public School is doing at best to have inclusion at it's best in the school.

Rainbow Public School has framed certain rules and regulations to maximize inclusion, under a collective noun "INCLUSION POLICY".

These rules and regulations will be updated on regular intervals of time as per the changing needs and the resources to promote inclusion will also be upgraded on regular intervals of time as per changing needs.

All the rules and practices explained in the INCLUSION POLICY are and will be strictly followed by everyone who role is mentioned in the INCLUSION POLICY .

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Introduction to Inclusion

What Rainbow Public School has understood, Inclusion is nothing more than doing what a highly qualified and resourceful parent would do for his/her specially abled child.

And So will Rainbow Public School by creating an environment so interactive, supportive, caring and helpful towards the specially abled students studying in the school through well distributed little efforts among various organs of the school be it members of administration, teachers, non-teaching staff and even students without disabilities.

Rainbow Public School strongly believe in right to education for everyone and so has developed a regularly evolving system to maintain equality among students. As per this system no student will be treated differently being he/she have certain disabilities or he/she belonging to any social section of our society.

This system is so powerful that by classifying the specially abled students and their needs it automatically works in such a way that through little efforts from the school the child gets same amount of education as other students of the same class.

School Administration towards Specially Abled

As per Rainbow's inclusion policy any student with (any physical or mental) disability will be given admission in the school with **No admission charges.**

No tuition fee will be charged from the students with 50% or more disability. However it would be expected that the student must secure minimum passing marks to keep enjoying free tuition fee facility every year.

But still his/her wards must provide the school with:

1. Annual Charges and transport charges (if not under economically weaker section of the society).
2. Disability certificate(if any) at the time of admission.
3. Regular medical reports of the student (if he/she possess certain disability)

Resources for Specially Abled

In our path in building a hassle free environment for our Specially abled students, the school is developing and obtaining certain resources for the specially abled children which are as follows:

- Ramps have already been made to reach the classrooms and toilets, More infrastructure will be developed and special equipments like wheel chairs and other helpful gadgets will be procured as and when required.
- We will arrange special sport facilities as per the interests and talents of our specially abled students.
- Transport vehicles will be modified as per the needs of the specially abled students and the students will be not charged extra for these modifications.

Duties of Inclusion Committee

For the practice of inclusion to be carried out successfully and smoothly in the school, the school has formed a Inclusion Committee which consists of three members:

1. Inclusion Incharge
2. Special Educator
3. Counselor

Inclusion Committee will be responsible for day to day guidance of the teachers, non-teaching staff and specially students who she feel to be emotionally close to the specially abled student.

Inclusion Committee will be responsible for having regular meetings with the wards of the specially abled students and helping them to give correct support to the child in his/her academics as well as co scholastic activities such as project works.

Inclusion Committee will be responsible for maintenance of resources for specially abled and making orders for more resources if required.

Inclusion Committee will also be responsible for maintenance of record of all the specially abled students, their age groups, interests,

skills and family backgrounds to provide our teachers with best of the inputs to effectively develop inclusion culture in the school.

The Inclusion Committee will also be responsible for having regular visits in the classes which have specially abled students and keep in track of all the activities which take place in that class, and how he/she is participating in those activities. The counselor in the Inclusion Committee will be responsible for holding regular counseling sessions with specially abled students to know more about their psycho-emotional needs.

For physically disabled students the Inclusion Committee will also design and execute special competitions and activities to make him/her feel more included e.g.: Conducting Interschool Wheelchair Table Tennis Competition, Painting Competitions, Debates , etc.

The Inclusion Committee along with the principle of the school will remain in touch with the other schools of Moradabad containing students with similar disabilities to conduct such interschool competitions and interactions for the welfare of such students in our school as well as promotion of Inclusion culture everywhere.

The Inclusion Committee along with the principle of the school will remain in touch with certain NGOs of the city who work for the welfare of such students and who may provide us with better inputs to promote Inclusion culture in the school.

Duties of Teachers

For a culture to be developed in a school, teachers play an important role.

It's the teachers who carry out tasks at the ground level and so will the teachers of Rainbow Public School are developing the culture of inclusion in the school as Inclusion is not just a practice of few days, it's a practice that has to be carried out continuously just like any other discipline or practice of the school becoming its culture.

Teachers will develop an inclusive culture in the school by remaining present in all the meetings held by the inclusion Committee, training the class monitors, house captains and other students to be friends of specially abled children, and giving just a little more emphasis on that child than other students. In this way the child will not feel separated from other students, he/she will be able to develop his/her skills, and will get equal opportunities to develop his/her talents just like any other kid in the school.

And if a teacher is found ignoring the needs of those students, or demoralizing them in whatsoever way, the teacher will be dismissed on the grounds of disrespecting the inclusion culture and demoralizing a differently abled child.

The teachers will be key factors in developing Inclusion culture in the school as teachers can only be the one who can identify other students in the class of specially abled students who are close to them and will train those students and class monitor to be close to those students to make him/her feel more included and avoid any misbehavior towards him/her.

It will be the responsibility of teachers to keep the specially abled child of his/her class in his/her sight as much as possible and monitor child's academic as well extra curricular progresses and council him/her if they felt he/she needs it.

Teachers will also be regularly trained to not to over council the child as it may develop a sense of inferiority in them.

Duties of Class Monitors, House Captains and Friends

Inclusion will indeed be incomplete if a specially abled student, unlike other students of the school have less interaction with other students of the school.

So keeping in mind inclusion to be part of school at it's every bit, Class Monitors who are weekly changed are firstly trained by the Inclusion Committee to keep good terms with the specially abled child and help him/her whenever he/she is in need of a friend.

A monitor is generally a good student of the class who is generally academically very sound so he/she will also provide the specially abled child the help of a good student if he/she needs, be it in completion of assignments to keeping an eye on the other students of the class to avoid and prevent any misbehavior with the child.

House Captains will also be trained by the Inclusion Committee if they have specially abled students in their house to promote the child in any way possible e.g. A house Captain may promote more the physically disabled child in indoor games such as chess or Carrom,

a house Captain may promote a visually impaired child in musical activities etc.

Some students who are found to already have good terms with the specially abled child or found to be good friend of him/her will be counseled by the Inclusion Committee to keep up with the good work and not to comment him/her in any negative way in case of quarrel or any estrangement.

Duties of Non Teaching Staff

The non teaching staff of the school will also be trained as per our goal of fully Inclusive school.

It will be the duty of the peons whose duties are near the toilet areas to keep the disable friendly toilets and washbasins more clean.

All the non teaching staff will be trained to keep the “helping specially abled” as their first priority.

Non teaching staff whose duties are near the toilet areas will be trained to escort in and out the physically disabled students safely and helping the child to reach his/her classroom back safely along with his/her friend.

Non teaching staff will be trained to pay special attention on the specially abled children during the school assembly, interval, and school over times as these are the times students are in a great rush. So keeping in mind the safety of such students.

Teacher's Training Programs

To make our school a fully inclusive school, the teachers and the Inclusion Committee will play a very crucial role. But with the time every skill needs to be polished.

Just as every teacher sharpens his/her teaching and mentoring skills through studies and practice, in the same way he/she needs to develop his/her skills to deal appropriately with specially abled student and maintain Inclusive culture of the school.

The school is collaborating with the other school who are planning to adopt fully inclusive school culture, and certain NGOs which specializes in welfare of specially abled children.

The members of such NGOs and the schools which already have inclusive cultures will be invited to our school on regular basis and train our teachers and Inclusion Committee with the techniques and methods they have been using to deal with specially abled children and other practices they have been using to develop a fully inclusive environment.

Parent's Interaction Program

Besides Parents-Teacher's meetings the interactive session every fortnightly in which the parents of specially abled students inclusion committee members will be present.

These interactive session will be targeted to extract the emotional and psychological needs of specially abled students.

The parents of such students will be guided to deal with such students at home also and help them wherever needed in their studies and other assignments and projects.

References

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