Inclusive Education Policy

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Inclusive Education Policy

Education is a continuous learning process and strongest pillar for the development of society in context with National importance. Educational policy must be well directed, rational to achieve a sustainable growth in periods to come. However, conscious efforts must be evaluated to achieve ultimate objective.

Inclusive education is a commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student. All students should feel that they belong in an inclusive school—accepted, safe, and valued—so they can best learn and succeed. Successful inclusive education requires;

• safe, caring schools that welcome parents/guardians, families, and include the broader community as key partners in education. Parents/guardians are particularly important in identifying the strengths, interests, and challenges of their children and in working with teachers and others in the school to determine the best way to support all students.

• teaching and supports, based on evidence (both strength and weakness), that promote students' physical, social-emotional, and behavioural well-being and achievement.

•promoting the independence of every student and developing their resilience as they progress through University.

• a focus on equity by supporting success for students who are historically marginalized or who come from other groups that have been traditionally under-represented and under-served, including, but not limited to, students with special needs and those struggling with lower income group.

• stimulating and accessible learning opportunities to keep every student engaged, challenged, and inspired.

•ensuring that every student sees themselves reflected throughout their University, learning resources, and within their learning experiences.

•everyone, including partners in the departments Education, Community Services, and value for time, working together to support students' strengths and help address their challenges in a culturally and linguistically responsive, accepting, respectful, and supportive manner that honours all students' cultural identities and values their experiences and world views.

I. PURPOSE OF THE POLICY

The *Inclusive Education Policy* reflects the importance of the well-being of all students/research scholars/employees and the impact it has on their day to day live & achievements.

Inclusive schools/centres/departments are equitable, and culturally, linguistically, and socially responsive. They have structures, processes, and practices that are student-centred, appropriate, and collaborative in terms of every aspects.

II.   POLICY OBJECTIVE

The *Inclusive Education Policy* objective is to ensure every student has access to an equitable and high-quality education that is culturally and linguistically responsive, accepting, and respectful in supporting and valuing their learning and diverse abilities. To meet this objective, the policy provides clear, consistent direction with respect to inclusive education and equitable practices in schools/centres and departments.

This policy will be supported by policies, guidelines, and procedures to assist in its implementation. The *Inclusive Education Policy* provides a framework which will apply in accordance with other policies, procedures, strategies, and initiatives of the University.

III.   POLICY COVERAGE

a. Guiding Principles

The guiding principles provide an overview of what education will look like when inclusive education practices are working well in classrooms and campus. They describe what all partners in education will achieve.

- ✓ Every student can learn with enough time, practice and equitable and responsive teaching.
- ✓ Every student, including those with special needs, should receive full-day instruction every day, with flexibility based on the student's individual strengths and challenges.
- ✓ Every student should be taught within a common learning environment (a classroom and if applicable practical ability) with students of similar age within the community, with flexibility that is based on, and responsive to, the student's individual strengths and challenges.
- ✓ Inclusive education values, draws upon, and includes student voices and choices to assist students in achieving their goals.
- ✓ Every student deserves to belong (affirmed, validated, and nurtured), be safe, and feel welcomed in all aspects of their daily experience.
- ✓ Inclusive education is a commitment to honour and respect each student's cultural and linguistic identities and knowledge systems.
- ✓ Inclusive education practices use evidence of students' strengths and challenges to determine a system of supports and monitor the effectiveness of those supports.

✓ All partners of the University are committed and empowered to work collectively to identify and eliminate barriers that interfere with students' well-being and achievement.

b. Roles and Responsibilities

The following roles and responsibilities provide specific direction to all the partners and individuals working in Sambalpur University education system with respect to the implementation of this policy and related guidelines.

c. Students

- attend Schools/departments/Centres and actively engage in their learning process.
- actively participate by communicating their preferred ways of learning, strengths, challenges, and interests.
- actively work with teachers and other staff to communicate when they need help or support(s), or if there are barriers to their learning.

d. Parents

- engage in and support their child's learning.
- support their child in attending Schools/departments/Centres.
- maintain ongoing, regular contact with teachers about their child's well-being, including their strengths, challenges, and interests.
- will let the Schools/departments/Centres staff know how they would like to be included in the discussion around their child's well-being and achievement.
- work with the teacher and the administration to seek clarification and collaborate on solutions when questions arise with respect to their child's education and to identify and eliminate barriers to their child's learning.
- promote and value student voice and choice and providing opportunities for them to speak to their strengths and challenges.
- act as active members of their child's Student Planning Team for the growth of the University.

e. Employee

- build meaningful relationships with students, parents/guardians, families, and other members of the Schools/departments/Centres, community to collectively support students' well-being and achievement.
- support the well-being and achievement of every student.

- act collectively to name, eliminate, and prevent systemic inequities and barriers within the classroom, region, and system.
- create and support positive, accessible, and equitable learning environments where students feel welcome, safe, and can access and reach their academic potential.
- use evidence-informed strategies, resources, and/or collaborative practices that provide culturally and linguistically responsive and engaging instruction and support for students.
- recognize (affirm and validate) the variability of learning needs, social-emotional needs, and cultural backgrounds of the entire student population and the school community.
- recognize the strengths that greater diversity brings to every aspect of education, including but not limited to race, culture, disability, neurodiversity, heritage, linguistic background(s), community cultural knowledge, beliefs, sexual orientation, and gender identity.
- work to understand and support the individual abilities, identities, and unique strengths and challenges of every student.
- monitor student progress frequently and provide timely interventions as required.
- ensure decisions are made and resources are allocated, aligned with this policy.

f. Teachers

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the University community and to empower them as essential decision-makers regarding programming and/or supports for their child, including, but not limited to, participating on Student Planning Teams.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and make efforts to accommodate it.
- promote students' well-being and achievement in collaboration with other staff.

- work collectively with University-based and regional support staff, as appropriate, to deliver instruction and interventions to their students.
- are accountable for adherence to the principles of inclusive education.
- adhere to the principles of the teaching standards.
- communicate regularly with students, parents/guardians, and other teachers and University staff with respect to student progress.
- work with the Teaching Support Team to meet the strengths and challenges of the students in their classrooms.
- serve as members of the Planning Teams for their students; work with the Planning Team through the Program Planning Process as needed, and be responsive to students and parents/guardians.
- assess and evaluate the effectiveness of their instructional strategies.

g. Planning Team

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision-makers regarding programming and/or supports for their child.
- work with parents/guardians to understand their preferred ways of working with teachers, Heads, and other staff, and to accommodate it, as much as possible.
- collaborate on decisions regarding instruction, interventions, and evaluation needed to best support individual students through the Program Planning Process, as well as the support(s) needed to assist the student's teachers in meeting the student's strengths and challenges.
- monitor and evaluate the success of the supports and interventions designed for individual students and adjust them as needed.

h. Monitoring

- University administration (Chairman PG Council) committee and other administrator are responsible for reviewing this policy and its implementation in consultation other stake holders, all Head's & coordinators of all Schools, Centres and Departments and external advisors, when appropriate.

i. Application

This policy applies to all students, research scholars, staff and employees of the Sambalpur University education system.