

ACTIVITIES BEING UNDERTAKEN IN INCLUSIVE SCHOOL FOR CWSN

As a famous quote says-

Children who learn togetherlearn to live together.

Inclusive education is important as all children have the right to learn together. It moulds the values of the next generation of children. The school makes all efforts to accommodate and educate special children encouraging them and supporting them in all ways. Every child is a different kind of flower and all together make this world a beautiful garden. The main emphasis is on adapting the child, so that they can be trained to face the challenges of the world. This cultivates an enriched learning environment. Additional resources (therapists, special educators, etc.) in the classroom benefit all children. Diversified teaching strategies and the common use of modifications and adaptations benefit all children. Children with disabilities learn from typically developing peers who can act as role models, making them more likely to develop appropriate social and communication skills. All these features helps in converting a school into an Inclusive Model School.

Efforts were started in 2006 to implement the policy of Inclusive Education in the schools of UT Chandigarh. All the schools were instructed to admit and welcome all Children with Special Needs (CWSN) and give them full support, provide learning opportunities to such students by regular school teachers as well as by Resource Teachers appointed under SSA. Many activities are organized to facilitate the education of special children. As a result of this, almost all the schools are inclusive in nature and efforts are still going on to add more features of inclusive schools into them. Few of the inclusive schools are Government Senior Secondary School- Manimajra Town, situated in the semi urban area of Chandigarh and Government Model Senior Secondary School, Sector-40.

ABOUT THE SCHOOLS

Government Senior Secondary School is situated in Manimajra town. Currently it has a total strength of about 2787 and caters to Inclusive education of about 70 CWSN under the leadership of Principal ,Ms.Ramneek Kaur. The school building was



inaugurated on 23rd Feb, 1972. Similarly, Government Model Senior Secondary School, Sector-40 caters to the large population of periphery, colony area and has total strength of 2467 students with 34 CWSN. The school is considered as one of the best school for providing quality education to its students under the leadership of Mrs.Amarjeet Kaur.

PHYSICAL ACCESSIBILITY

School Infrastructure

Barrier free physical access is one of the important aspects of inclusive school as school. The building of the school is provided with excellent infrastructure to support inclusive education. It has small ramp with handrail in the front of the building that connects the main gate to the reception area and a bigger ramp with similar specifications prescribed for barrier free buildings connecting all the floors of the building. Along with this the school has the facility of modified toilet blocks for both boys and girl CWSN. The classrooms are well lit to provide sufficient light and ventilation.



Learning Corner-

Learning corners were setup in schools specifically for CWSN where they can have easy access to it. Zero period is kept in the routine school time table for using learning corners by. CWSN In-charges in consultation with Resource teachers & subject teachers assess the learning level of each CWSN so that the material available can be utilized in a proper manner. Support to CWSN is being provided on the basis of IEPs & hard spots identified by the subject teachers. In addition to this, support is being provided on specific special educational needs of CWSN wherever



required like Braille, therapies, improving sitting capacities etc.

There is free / easy access of material to these children. They can choose any item to use it in any manner as per their wish, but teacher In-charge keeps an eye on them to record their preferences and selection of material or interaction with other fellow beings during teaching learning process. Teacher In-charge is keeping all the required records pertaining to the learning process. Concerned Cluster Resource Centre Coordinator checks these dairies and other records on weekly basis. He/ she interacts with teacher- In charge regarding the pace of learning of CWSN about the learning.

In addition to this the RT provide support to CWSN as per their need to facilitate learning. Along with this parent counseling is also done at the learning corners



Class room practices:

The concept of Inclusive Education aims at “all children in a school regardless of their strengths or weakness in any area become part of school”. The ideal system of inclusion is that the general education system itself should made education of children with disabilities as its integral part. This means that the general classroom teachers be equipped with skills to address the educational needs of children with disabilities with bare minimum support of resource teacher (special teacher). There is no recipe for becoming an inclusive teacher. Inclusion is just good teaching practices that also endeavor to meet needs of children with challenges. A teacher sets the stage for learning. Classroom management is the backbone of inclusive education. It may include appropriate seating, using appropriate strategies to promote learning, encouraging warm interactions between all children, making use of novel and innovative teaching methods and providing purposeful learning material to the children.

Keeping this philosophy in mind the whole system of the school is working to provide quality education to all students including CWSN which includes Principal, Class teachers, Subject teachers, Resource teachers. Following activities are being carried out in the school to facilitate the learning of CWSN.

- Assessment:- The session begins by screening of the children by the regular teachers of the school, followed by functional assessment by the Resource teachers. GSSS-MMT is the cluster head for Cluster 20 and GMSSS-40 is the cluster head of Cluster no. 15, both the schools have two Resource Teachers under SSA taking care of classes pre nursery to 8th and one Resource Teacher under RMSA for classes 9th to 12th.

- Classroom Support through Teachers: -

The resource teachers provide support to the students in their classrooms, hand holding the regular teachers whenever required. Resource teachers provide Individualized Education Plans (IEPs) for MR, HI, MD and LD students.

Peer sensitization is done by the Resource teachers. Classroom buddies are encouraged to support CWSN in their classes.

Teachers are educated about appropriate strategies that can be adopted for Special children with different disabilities and also the seating arrangements that can help in comfortable seating of CWSN.

The children are assessed on quarterly basis as per their IEPs by both the Regular subject teacher as well the Resource Teacher.



- Interaction sessions between teachers and resource teachers:

Discussion between class teacher & resource teacher on hard spots related to curriculum & the issues related to classroom management of CWSN is an important aspect of inclusion . Accordingly, CRCCs of the school are organizing regular sessions for training & discussion of problems being faced by teachers in the classroom. These sessions help teachers in developing /sharing of various good practices of teaching amongst each other.

Awareness activities and SMC involvement:

Motivational Talks and Awareness Camps

Parents as well the peers and the teachers participate in the motivational talks that are organized in the school. In these camps the parents discuss their apprehensions and teachers along with counselor try to give them appropriate solutions to their problems. Stories of Persons with disabilities those have conquered their disabilities and made a mark in the world are shared with parents to motivate them.

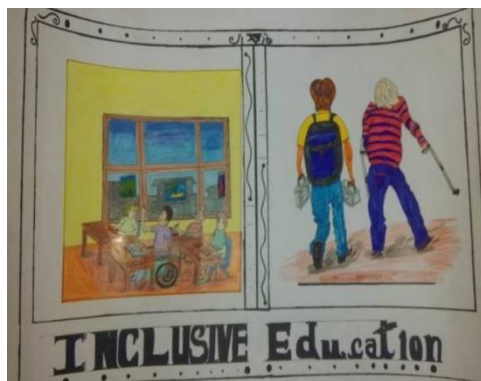
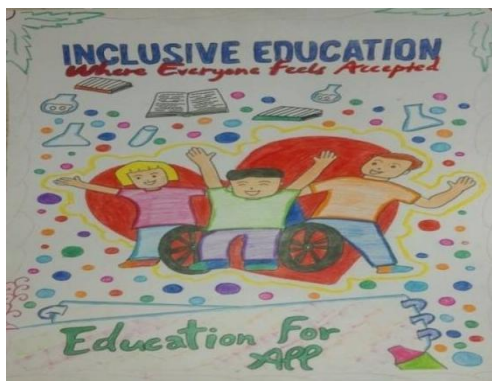


Co- curricular activities like Drawing and Painting

Participation in activities like Drawing and Painting help in breaking the barriers amongst CWSN and their peers. The school try make such activities a regular feature as this gives the CWSN an opportunity to express their feelings/thoughts and helps in making a more inclusive environment.



Creations by Students



SMC involvement

Community participation is very important feature in developing an inclusive society. Due importance is provided to this aspect and accordingly, the SMC members are updated with the various activities that are organized for the CWSN. They are invited as Guests in the camps and Awareness Programmes. They also visit home of the children with disabilities to provide support to the parents of such children. Also they make sure that no child including CWSN is left out of the reach of education and each child completes her/ his elementary grades successfully.



Other Facilities:

ICT facilities

The school has two computer labs that are available for computer aided learning for the CWSN at all times. The school staff and the Resource Teacher ensure that latest software are made available to students with different disabilities. For example Low vision CWSN can read the textbooks with large and bold fonts. MR CWSN can use paint brush to train their motor skills.

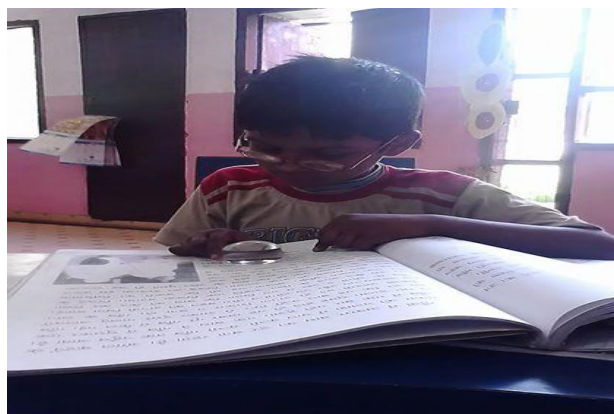
Audio lessons are made available for visually impaired. HI CWSN can learn better with the help of graphics and videos.



Allowances, Aids & Appliances

SSA and RMSA provide various allowances to the CWSN such as Escort Allowance, Transport Allowance and Stipend to facilitate the education of the CWSN in Regular schools. Escort Allowance is given to the CWSN for the disabilities such as MR, CP, MD, Autism, OH, HI, and LV. In the session 2016-17, 10 students in GSSS- MMT were given this allowance on monthly basis. Travel allowances are also given to students when they travel for medical checkups to hospitals.

Aids and appliances such as wheel chairs, hearing aids, callipers, walkers, kits are provide to the CWSN by ALIMCO and Rotary Club. Low vision glasses, magnifiers and large print books are also distributed to visually Impaired and low vision students



Therapy camps

Support services through inclusive education is a multidisciplinary approach i.e it is a team work of Resource Teachers, class teachers, medical teams, therapists etc. Keeping in view of the therapists for rehabilitation of CWSN in mainstream, the schools are conducting regular camps for providing therapists to CWSN as per need through trained therapists. During these camps, parents are guided with appropriate exercises for their child by doctors from reputed hospitals.

It is because of the efforts of school administration and its staff that the strength of CWSN in both the school has increased a lot. The strength of CWSN in GSSS-MMT has increased from 20 in 2008-09 to 70 in 2016-17. Similarly, in GMSSS-40 it has increased from 10 in 2008-09 to 34 in 2016-17..

