

## **Inclusion Policy**

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### **Following IB standards were kept in mind while drafting the policy**

#### **Standard and Practices (2014)**

- B1.5b: MYP requirement: The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- B1.5c: DP requirement: The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
- B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

#### **Standard and Practices (2020)**

#### **Environment(02)**

2.2 The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

### **Culture(03)**

- 2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.
- 2.1 The school implements and reviews an inclusion policy that meets IB guidelines.
- 2.2 The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.
- 2.3 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

### **IB MISSION STATEMENT (IBO)**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

### **School Vision**

Kunskapsskolan's educational vision empowers every student to master the challenges of today and shape the world of tomorrow.

### **School Mission**

Its mission is to develop and operate outstanding schools where students, through personalized learning and clear goals, will stretch their boundaries and learn more than they thought possible.

### **Overview and Introduction**

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

- Learning Diversity in the International Baccalaureate

The primary purpose of the Inclusion Policy is to provide guidance to teachers, parents and the whole school on the provision of effective Learning Support to students with learning barriers / difficulties. The mission is to develop a more diversified community by giving a chance for IB education to all.

**Definition:** According to the SEN code of practice (2001)

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provisions to be made for him or her.”

A child has a learning difficulty if he or she:

- A) Has significantly greater difficulty in learning than the majority of children of the same age;
- B) Has a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.

### **Overview and Philosophy:**

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (MYP From Principles into Practice)

At Kunskapsskolan, Gurgaon, we believe every student is unique. We aim to ensure a diversity of gender, culture, and nationality at Kunskapsskolan.

As an educational institution, we are inclusive and give everyone the same chance and make individuals of all backgrounds and preferences feel welcome regardless of gender, race, religion, sexual orientation, culture or background. In essence, everyone feels safe, supported and encouraged.

### **Purpose**

The purpose of this document is to guide the school community to effectively support the students, helping them remove barriers to their learning. The school believes that no student should be deprived of education and it supports the students in all aspects, be it cognitive, emotional, social, physical, moral. All students are supported to achieve their optimum provided the school can offer the relevant possibilities. This is to build an inclusive community of learners where education is accessible to all.

### **Legal Requirements and Obligations; Rights and Responsibilities**

In sync with the values and vision and mission of Kunskapsskolan, the Special Education Needs Policy is based on a humane model and is driven by and in accordance with applicable National law. This policy is known to the parents and educators as it is enacted in school. All special pedagogues act in accordance with the policy; the policy is used to inform decision-making and is communicated to the community.

We value the team decision-making process regarding intervention, neuro diverse identification and provision of support for student learning. Some students require more specific interventions, as determined by the RCI registered psychologist. In accordance with the state law, appropriate policies and procedures are followed to:

1. parent(s)/guardian(s) consent,
2. determine student needs and
3. provide the required individualised student advice and services.

Each student with identified neuro diverse needs is provided with an Individualised Education Plan (IEP) that has been developed by the special pedagogues of the SEN department, in collaboration with parent(s)/guardian(s). Each IEP includes a vision statement and intended areas of academic and social-emotional growth.

### **Roles & Responsibilities of the School are**

- to provide guidance to students with learning support requirements
- to help them make informed decisions
- to raise staff awareness of the learning support requirements of our students
- to provide resources for the implementation and continuation of the Inclusion Policy
- to make sure the program is in compliance with laws regarding students with learning support requirements
- to make information about inclusion and differentiation available to all stakeholders
- to provide support to teachers and students as and when needed
- to encourage communication among teachers and between teachers and students with learning support requirements
- to ensure the identified students have specific learning support and necessary accommodations
- to ensure quality decision-making about learning support and assessment accommodations
- to nurture a culture of collaboration, respect, support and problem-solving
- to provide external specialist as and when required
- the SEN department is a self-funding department where parents of students are getting support to fund the cost of support provided.
  - For the PYP programme, SEN support is provided through the SEN department of our sister school.

### **At the time of admission:**

- parents are required to declare to the school if their child has any special/additional learning needs and provide formal psychological assessment reports of their child
- in the absence of any declaration, the school admission team in consensus with the member of SEN department may meet the student and parents to identify the need and discuss the nature of support required before an admission offer is made

- financial implications are also discussed
- in case the child is already enrolled in school, the school identifies these special educational needs through a systematic referral process (Appendix 2) and a team of specialist teachers supporting students with SEN
- in case, the school identifies SEN needs later, and decides that it is unable to support the needs of the student, the school reserves the right to insist that the parents withdraw the child if the school does not have the appropriate infrastructure or a skilled professional to support the student's learning needs
- Refer to appendix 3 for National policies and laws that outline various criteria for providing inclusive education in the national curriculum.

### **Responsibility of SEN and Support Team**

The personnel responsible for supporting the children with Special Education Needs in Kunskapsskolan include Special Pedagogos, Occupational Therapists, and School Counselors who work in collaboration with other school personnel including IB Coordinators, Base Group teachers, Subject teachers, Administrators and other members involved .

The SEN team has the responsibility of ensuring that:

- necessary provisions are made for any student who has special educational needs
- Base group teacher and other teachers who are likely to teach the students are informed about the students with identified special educational needs
- teachers in the school are aware of the importance of identifying and providing support for these students who have special educational needs
- students with special educational needs join in all the school activities together with their peers so far as is reasonably practical and compatible with the child receiving the special educational provision
- parents are notified of the decision in a face-to-face meeting by the school that SEN provision/intervention is being provided for the child. This meeting involves the Head of School/Head of Primary, the Base Group teacher and a member of the SEN Team.
- once the identification is completed and parents agree with the support being provided to their ward the member of the SEN team:
- conduct class observation and informal assessments for the identified child (Student can also be referred by the teacher who can fill out the form and inform the Base group teacher who takes this up with the IB coordinators and SEN team)

- appraise teachers on the needs of SEN student
- oversee records of the special educational needs student, maintain and inform the parents about the student's progress through an Individualised Educational Plan (IEP)
- liaison with parents of special educational needs student
- is part of the planning sessions with MYP educators through Toddle (Learning Management System subscribed to by the school)
- contributes to the in-service training of staff
- counsels students
- records minutes of meetings for parent meetings conducted by the team

### **Specialist Support Involving Professionals (Assessed by External Agency):**

If a child is not making sufficient progress, the Learning Support team may suggest a Professional Assessment by an outside agency, according to the student's need based on the following:

- Little or no progress even when student is receiving Learning Support in school;
- Continued difficulty in developing literacy or numeracy skills;
- Sensory or physical problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.

The Base Group Teacher and the Learning Support teacher meet with the parents to discuss the observation report and to suggest a Professional Assessment by an outside agency, according to the progress and needs of the student.

Students who then receive an attestable diagnosis will receive an IEP (Individual Education Plan). The IEP should help in catering the following areas of concern:

- Academics;
- Social and Emotional development;
- Behavioural skills;
- Strategies for teachers;
- Recommendations to parents
- Reviewed termly or as determined by the IEP
- The signatures of all stakeholders involved.

The Base Group Teacher and Learning Support teacher devise an appropriate IEP with specific learning and behaviour targets to suit the learning needs of the child.

Students who have received a diagnosis by a certified Child Psychologist/Pediatrician may be exempted from third language (in PYP) by having their documents approved by the authority.

### **Responsibilities of the IB Coordinators are**

- to work collaboratively with faculty to support students with learning support requirements
- to apply to the IB for students with Assessment Access Requirements (AAR), disability access, etc.
- to provide examination accommodations as needed and approved by the IB to maintain discretion and confidence in providing special education needs services.

**IB provisions for MYP : Candidates with Assessment Access Requirements**(refer to the Assessment policy)

- Students registered under the Inclusive Assessment arrangement in MYP 5 are provided with accommodation as per IB guidelines, such as extra time, short breaks, prompter and typing assistants or whatever is applicable.
- Accommodation on similar guidelines will be provided to the SEN students during internal school-based assessments, as per the decision taken by the SEN team and IB Coordinator.

**IB provisions for DP :** According to the Diploma programme assessment policy the IB believes that all candidates must be allowed to take their examination under fair conditions and reasonable forms of access arrangements are authorized by IB.

The list of access provisions provided to the student by the International Baccalaureate are as follows:

These are generic provisions given by the board. Based on the report by a certified RCI / Clinical psychologist, the board generates specific accommodations in terms of additional time, use of word processor or scribe, reader and provision of different room. The duration of extra time is defined by the recommendation provided by the clinical psychologist and discretion of the board.

For further details on the policy, one can refer to the IB Access and Inclusion policy provided by the IBO.

### **Responsibilities of the Educator are**

- to identify struggling learner and refer the student to the counselor or IB coordinator as needed
- to implement appropriate interventions as observed by the special educators
- to maintain accurate records of student's progress to participate in all required training when available
- to maintain discretion and confidentiality in providing special education needs with the required support.

### **Responsibilities of the Parent are**

- to communicate to the school all information and provide documentation regarding their

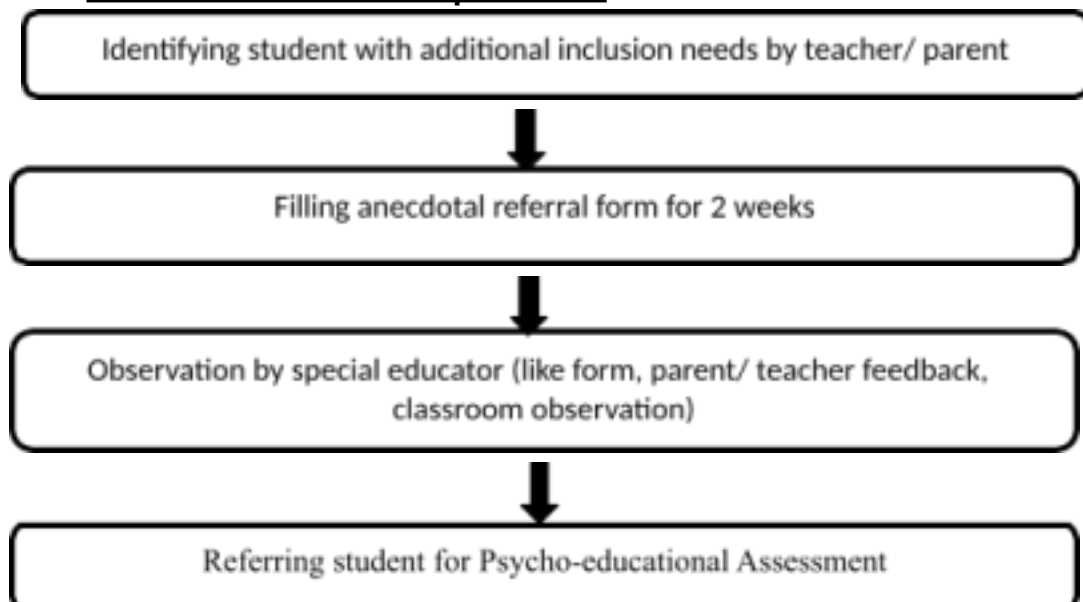
child's learning support requirement

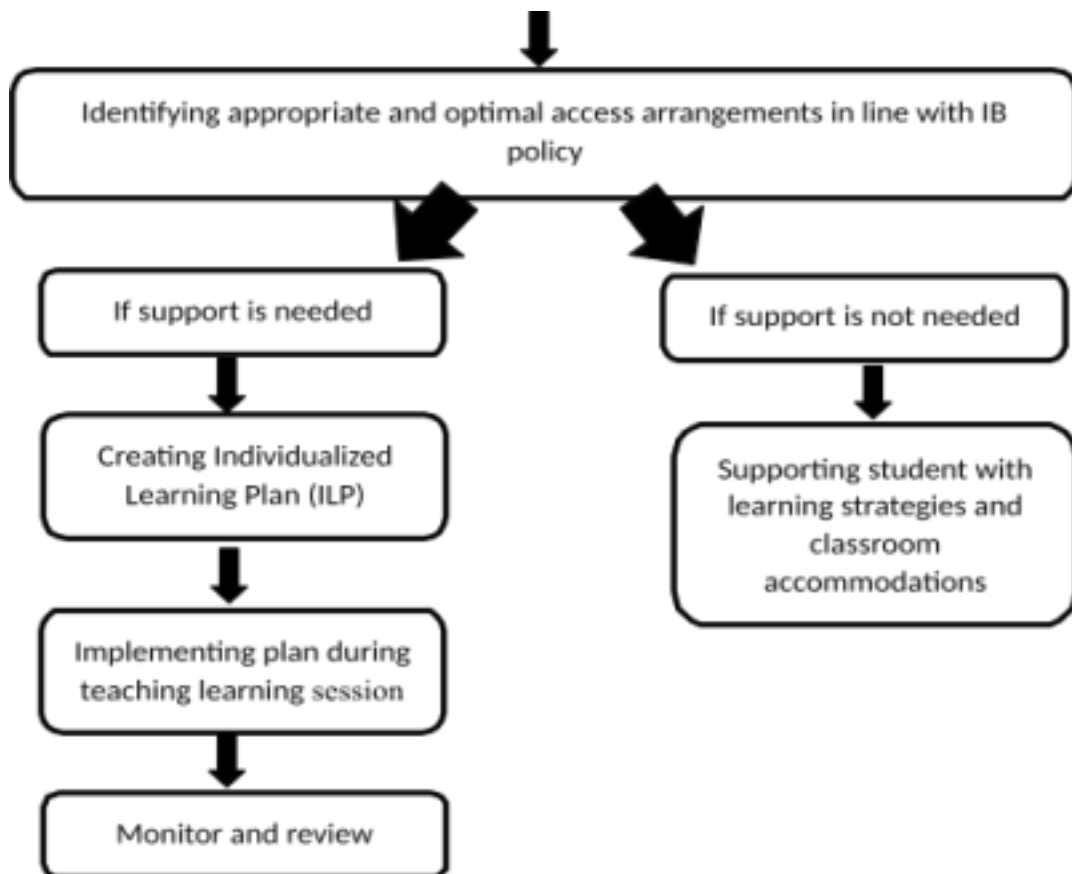
- to communicate with the school any changes regarding their child's learning support requirement and special educational needs and any other issues that may affect their learning
- to provide the documentation needed for IB accommodation requests
- to play an active role in their child's education
- to be proactive in asking for assistance from the school administrators, faculty, and staff
- to be an active participant in their child's progress using Toddle, through updates in classroom and meetings
- to follow IB policies and procedures to accept their responsibilities and exercise their rights while respecting other people's rights

### **Responsibilities of the Student are**

- to be proactive in asking for assistance from school administrators, faculty, and staff to be an active participant in classes and meetings
- to follow IB policies and procedures
- to accept their responsibilities and exercise their rights while respecting other people's rights

### **appendix I: Inclusion access referral procedure**





appendix 2

India has several policies and laws aimed at ensuring the inclusion of children with special needs (CWSN) in education. These policies and legal frameworks are designed to provide equal opportunities, access to education, and promote inclusive practices in schools. Below are key policies and laws related to the inclusion of CWSN:

- **The Right to Education (RTE) Act, 2009**

The RTE Act guarantees free and compulsory education for all children between the ages of 6 and 14 years in the national curriculum. The Act mandates the inclusion of children with disabilities, ensuring that they receive education in the most appropriate environment.

- **The Rights of Persons with Disabilities (RPWD) Act, 2016**

The RPWD Act extends the definition of disabilities to include 21 conditions and mandates inclusive education in the national curriculum. It requires schools to ensure accessibility and not to discriminate against students with disabilities. Schools are required to provide reasonable accommodations, accessible infrastructure, and support services to ensure students with disabilities are not excluded from mainstream education.

- **National Policy for Persons with Disabilities, 2006**

This policy aims to integrate children with disabilities into the mainstream education system, focusing on inclusive education and support services like assistive devices. ● **Sarva Shiksha Abhiyan (SSA)**

SSA aims at universalizing elementary education and includes provisions for children with special needs. It focuses on identification, educational opportunities, aids, and teacher training for CWSN (Children with Special Needs).

- **Inclusive Education for Disabled at Secondary Stage (IEDSS) Scheme**

The NEP, 2020, emphasizes inclusive education, particularly for CWSN. It calls for individualized learning plans, assistive technologies, and teacher training.

## Appendix 3

### Bibliography:

- MYP From Principles into Practice 2020
- [www.ibo.org](http://www.ibo.org)
- <https://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/>
  - <https://ibo.org/research/curriculum-research/cross-programme/universal-design-for-learning-udl-and-inclusive-practices-in-ib-world-schools-2016/>
- Middle Years Programme Assessment Procedures 2024
  - DP: Access and inclusion

**Review of Policy:** The first review of the Policy will be conducted in June 2026,, followed by a second review after two years.