SYMBIOSIS INTERNATIONAL SCHOOL

SYMBIOSIS INTERNATIONAL SCHOOL

Pune, India

॥ वसुधैव कुटुम्बकम् ॥ — The World is One Family

INCLUSION POLICY

Inclusion Practices for Learners with Diverse and Special Educational Needs across PYP, MYP, IGCSE, IBDP

CAMBRIDGE International Education Cambridge International School

IB CONTINUUM CONTINUUM DE L'IB CONTINUO DEL IB

POLICY DOCUMENT AT A GLANCE

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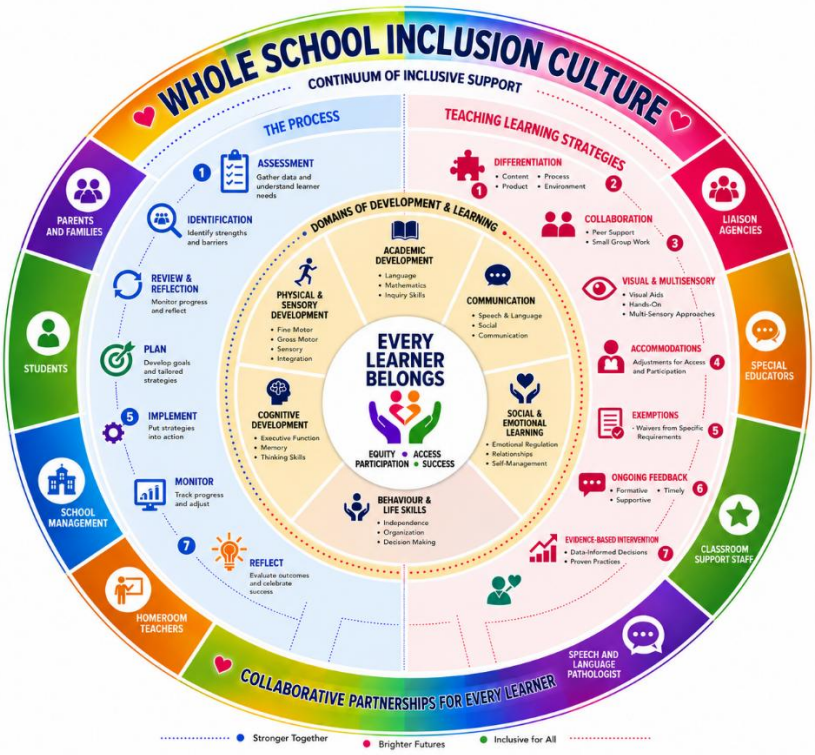
Applicable for **IB PYP, MYP, DP & CAMBRIDGE IGCSE**



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1. Introduction

1.1 Purpose of the Policy

This Inclusion Policy sets out the beliefs, principles, structures, and procedures through which Symbiosis International School (SIS) ensures that every learner — regardless of ability, background, language, culture, or learning need — is able to access, participate in, and make meaningful progress through the curriculum and the wider life of the school. It defines how the school identifies learning needs, provides support, differentiates teaching, arranges inclusive assessment, safeguards well-being, and shares responsibility for inclusion across the entire school community.

1.2 School Vision and Philosophy of Inclusion

We, at Symbiosis, believe in Vasudhaiva Kutumbakam — the world is one family — and this belief is also incorporated in the classroom. Every learner has the right to access meaningful and challenging educational experiences within a supportive and respectful environment. We view inclusion as an ongoing process of identifying and adopting multiple pathways to learning by engaging students actively in meaningful experiences and school life.

Our philosophy is grounded in the belief that diversity enriches the learning community. We value the unique identities, cultures, languages, abilities, experiences, and perspectives that students bring to the classroom. Inclusion is both a support system and a commitment to creating a culture across the entire school community where all learners feel valued, respected, empowered, and capable of success.

We strive to create an equitable learning environment that is flexible, responsive, and designed to meet the varied needs of learners through differentiated instruction.

"Every Child Has a Right to Learn."

We believe that every child is a unique individual who needs a secure, caring, and stimulating atmosphere to grow and mature emotionally, intellectually, physically, and socially. Every child has potential and should be given equal opportunities for learning and growth.

Learning differences — differences in listening, speaking, reading, writing, and mathematics among children — can be a stumbling block for a child's development. These skills are essential for success at school, and reasoning, logical thinking, analysing, problem solving, and social skills are vital for coping with life in general.

Symbiosis International School provides emotional, educational, and moral support through its Inclusive Education Department, which plays a proactive role in catering to children with special needs through a range of programmes. Using individualized, need-based educational techniques, strategies, tools, and accommodations, we help each child treat learning challenges as a detour rather than a road-block. Gradual progress in learning milestones serves as a catalyst for self-confidence and self-esteem. The school adopts a holistic approach to meet the personal, social, emotional, and intellectual needs of every pupil, so that each can participate fully and gain maximum benefit from everything the school has to offer.

Inclusion and diversity at SIS are addressed across three connected phases — the Enrolment Phase, the Teaching and Learning Phase, and the Examination Phase — which structure the school's support from admission through assessment.

1.3 Alignment with the IB Mission and Learner Profile

This policy supports the school's commitment to developing internationally minded learners who demonstrate the attributes of the IB Learner Profile while embracing diversity, equity, and intercultural understanding. It is guided by the mission of the International Baccalaureate:

> *The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural 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. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

1.4 SIS Mission Statement

Symbiosis International School, a cradle of leadership, aspires to create responsible global citizens deeply rooted in the philosophy of Vasudhaiva Kutumbakam, instilled with a spirit of international mindedness. Our academically rigorous curriculum is an essential catalyst that fosters a desire for lifelong learning. We aim to nurture adept netizens and promote inclusivity and unwavering integrity. Our endeavour is to equip our students with the requisite skills and competences that will cultivate an ethic of service and enable them to be the architects of a sustainable world.

1.5 SIS Vision Statement

Promoting International Understanding through Quality Education.

1.6 Scope of the Policy

This policy applies to all members of the school community and encompasses all aspects of school life, including teaching, learning, assessment, extracurricular activities, and community engagement.

The policy supports:

- Students with identified learning support needs.
- Multilingual learners.
- Gifted learners.
- Students requiring temporary accommodations.
- Students who require enrichment or extension opportunities.
- Students experiencing barriers to participation due to social, emotional, physical, cultural, or linguistic factors.

The policy guides the school's procedures for:

- Identification of learning needs.
- Provision of learning support.
- Differentiated teaching practices.
- Assessment accommodations and access arrangements.
- Collaboration with families and specialists.
- Professional development for staff.
- Monitoring and reviewing student progress.

The policy adopts a whole-school approach to inclusion, ensuring that access and participation are embedded in all school systems, structures, and practices.

2. Aims and Objectives

2.1 Aim

The aim of this Inclusion Policy is to create and sustain an equitable, accessible, and inclusive learning environment where every student is valued, respected, and empowered to participate fully in all aspects of school life. Guided by the IB philosophy, the school is committed to removing barriers to learning, fostering a sense of belonging, and ensuring that all learners have the opportunity to achieve their personal, social, emotional, and academic potential.

SIS provides a platform of equal opportunities to all students in learning and teaching in spite of their learning differences, provided the nature and severity of the difficulties can be reasonably accommodated.

2.2 Objectives of the Inclusion Policy

1. To promote equitable access to learning

- Ensure that all students have fair and meaningful access to the curriculum, learning experiences, and assessment opportunities.
- Identify and reduce barriers that may limit participation and achievement.
- Provide appropriate accommodations and support to meet diverse learning needs.

2. To foster a culture of belonging and respect

- Create a safe, welcoming, and supportive environment where every learner feels valued and included.
- Celebrate diversity and promote respect for different cultures, languages, identities, perspectives, and experiences.
- Encourage positive relationships among students, staff, families, and the wider community.

3. To support diverse learning needs

- Recognize that learners have varied strengths, interests, backgrounds, and learning profiles.
- Provide differentiated instruction and flexible learning opportunities that respond to individual needs.
- Support students requiring additional learning support, enrichment, language assistance, or temporary accommodations.

4. To enhance student participation and agency

- Empower students to take ownership of their learning and actively participate in decision-making.
- Encourage learners to advocate for their needs and contribute to an inclusive school culture.
- Promote learner voice, choice, and reflection in the learning process.

5. To promote well-being and holistic development

- Support the academic, social, emotional, physical, and psychological well-being of all learners.
- Develop students' resilience, confidence, self-awareness, and independence.
- Foster positive learning experiences that contribute to overall personal growth.

6. To implement inclusive teaching practices

- Encourage the use of evidence-based inclusive teaching strategies that reflect Universal Design for Learning (UDL).
- Provide flexible pathways for students to access, engage with, and demonstrate their learning.
- Utilize a variety of teaching methodologies and resources to support learner success.

7. To strengthen collaboration and shared responsibility

- Promote collaboration among teachers, school leaders, support staff, parents, students, and external specialists.
- Establish effective communication systems to support student learning and well-being.
- Ensure inclusion is a collective commitment shared by the entire school community.

8. To support multilingualism and cultural diversity

- Value and promote linguistic diversity as an educational resource.
- Support multilingual learners in accessing the curriculum while developing proficiency in the language of instruction.
- Encourage the maintenance and development of students' home languages and cultural identities.

9. To ensure fair and inclusive assessment practices

- Provide assessment practices that allow students to demonstrate understanding in meaningful and equitable ways.
- Implement appropriate access arrangements and accommodations in accordance with IB guidelines.
- Use assessment data to inform teaching, learning, and support interventions.

10. To develop staff capacity for inclusion

- Provide ongoing professional learning opportunities focused on inclusive education.
- Equip educators with the knowledge, skills, and confidence to meet diverse learner needs.
- Foster reflective practices that support continuous improvement in inclusion.

11. To monitor, review, and improve inclusive practices

- Regularly evaluate the effectiveness of inclusion practices, support systems, and interventions.
- Use data, feedback, and reflection to inform policy review and school improvement.
- Ensure that inclusion remains a central component of the school's mission, vision, and strategic planning.

2.3 Operational Objectives of the Inclusive Education Department

Alongside the policy-level objectives above, the Inclusive Education Department pursues the following working objectives, grouped as proactive, positive, and plausible.

Proactive

- Identify the minimum level of learning during initial screening.
- Provide checklists and rating scales to facilitators and coordinators at the beginning of the academic year.
- Provide a bridging programme to parents after initial screening.
- Initiate the intervention programme with the consent of the parent.
- Provide facilitators and students with strategies, activities, and instructional support tools that foster academic competence.
- Conduct Multiple Intelligences and Learning Styles tests for all students.
- Provide professional training of staff to upgrade skills and knowledge in the field of special needs.
- Update parents regarding students' progress.
- Conduct need-based sessions for all age groups.
- Conduct individual counselling sessions for students and parents.

Positive

- Help children academically, socially, and emotionally.
- Support students, promote inclusion, reduce the underachievement gap, and enable all students to reach their full potential.
- Update resources and provide them to classrooms as and when needed.
- Improve learning opportunities and raise the achievement of students with special education needs.
- Liaise with external agencies to ensure a multi-professional approach to meeting learners' needs.
- Meet individual needs through the wide range of provisions offered by the IB.
- Create safe, healthy, and supportive learning environments that strengthen the connection between home and school.
- Conduct parent training sessions and workshops.
- Adopt new technological aids to enhance and support the learning of children with special needs.

Plausible

- Enable every student to experience success.
- Provide a differentiated curriculum appropriate to individual needs and ability, meeting those needs in the mainstream classroom wherever possible.
- Prepare students with special needs to meet daily challenges through the teaching of life skills.

3. Whole-School Approach to Inclusion

Inclusion at SIS is a whole-school responsibility. Access and participation are embedded across all systems, structures, and practices rather than being the sole responsibility of a specialist department. The school applies the principles of Universal Design for Learning (UDL) — multiple means of engagement, representation, and action and expression — across all programmes (PYP, MYP/Middle School, IGCSE, and Diploma), supported by learning stories, access and accommodations, and reflective practice.

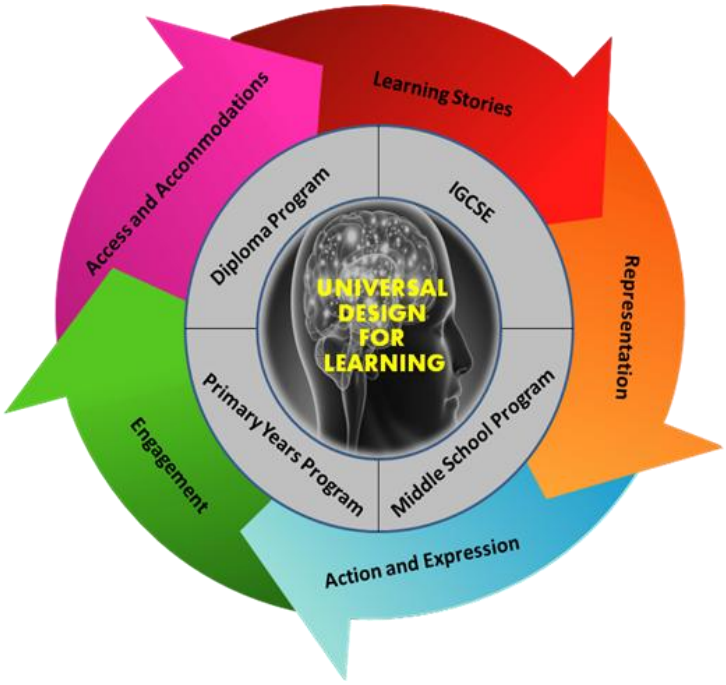

Figure 1: The whole-school approach — Universal Design for Learning across all programmes.

This approach operates through three connected phases: the Enrolment Phase (identifying learning needs at admission), the Teaching and Learning Phase (differentiated instruction, individualized planning, and

remediation), and the Examination Phase (inclusive assessment and access arrangements). Each phase is described in the sections that follow.

4. Admissions and Inclusive Access (Enrolment Phase)

The school is committed to providing equitable access to education and to fostering an inclusive learning environment that reflects the values of the IB. Admissions procedures are guided by the principles of fairness, transparency, respect for diversity, and the best interests of the learner. The school recognizes that every student brings unique strengths, experiences, and learning needs to the community and strives to ensure that all learners are given opportunities to participate meaningfully in school life.

The IB believes that all candidates should be allowed to demonstrate their abilities under assessment conditions that are as fair as possible. Candidates with long-term or permanent challenges should be supported with inclusive assessment arrangements.

4.1 Inclusive Admissions Practices

Inclusive admissions are administered in line with the school's Admissions Policy. During admissions, students are screened to identify their Minimum Level of Learning. This helps the school identify learning needs, if any, and provide the necessary support. Admission decisions are based on the school's capacity to meet identified needs, and support planning begins as early as possible.

4.2 Categories of Learning Support Requirements

Candidates who may require inclusive assessment arrangements or learning support may have needs arising from one or more of the following:

- Autism Spectrum Disorder / Asperger's Syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical or sensory challenges
- Social, emotional, and behavioural difficulties
- Speech and communication difficulties

4.3 Screening and Placement

The placement of a student at SIS depends on the levels achieved across the different criteria assessed during screening. Placement falls under four broad categories:

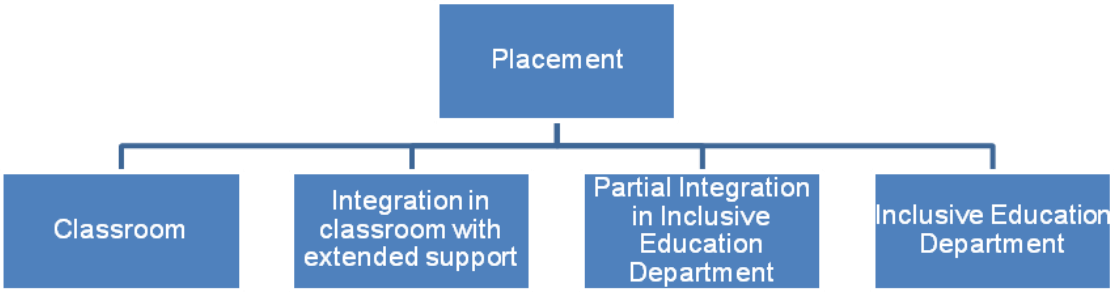

Figure 2: The four placement categories following screening.

- **Classroom —** full participation in the mainstream classroom.

- **Integration in the classroom with extended support —** mainstream placement supported by a special educator (Extended Classroom Support).
- **Partial integration in the Inclusive Education Department —** a blend of mainstream classroom time and dedicated support in the department.
- **Inclusive Education Department —** more intensive, individualized support delivered primarily within the department.

4.4 Enrolment in the Inclusive Education Department

Enrolment in the Inclusive Education Department (IED) may follow:

- Referrals from agencies outside of school.
- Referrals from parents, facilitators, and coordinators.

The process for implementing inclusion follows a structured sequence, from initial checklists through identification, assessment, parent discussion, planning, remediation, and review — with the pathway determined by the degree of discrepancy in learning.

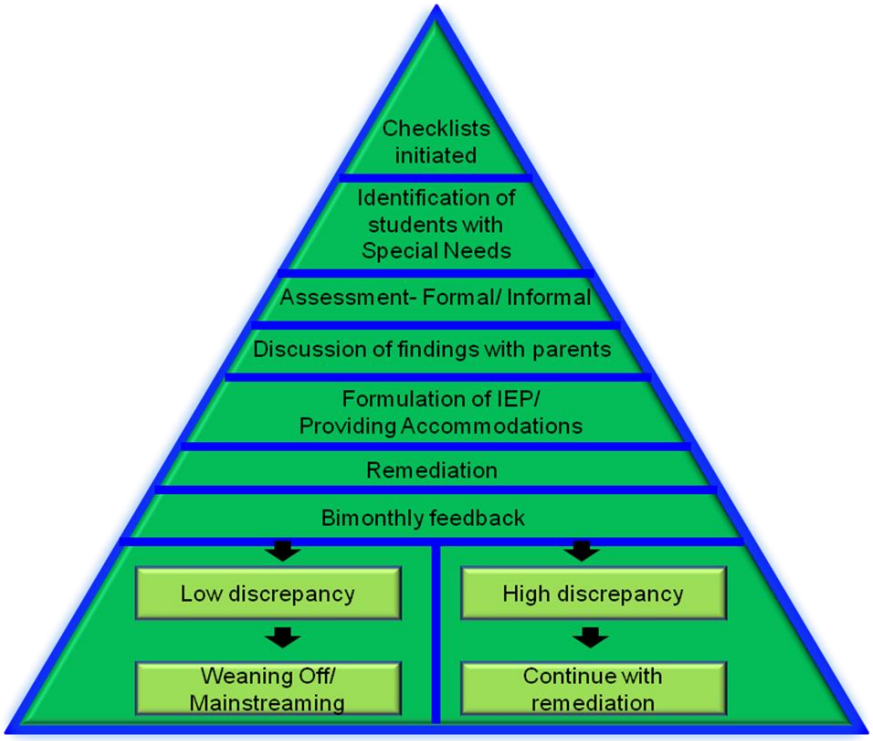

Figure 3: Process implementation for inclusion.

In sequence, the process moves through: checklists initiated → identification of students with special needs → assessment (formal and informal) → discussion of findings with parents → formulation of the IEP and provision of accommodations → remediation → bimonthly feedback. Where the discrepancy is low, the learner is gradually weaned off support and mainstreamed; where the discrepancy remains high, remediation continues.

4.5 Equal Opportunities and Non-Discrimination

SIS is committed to equal opportunity and does not discriminate on the basis of ability, disability, gender, religion, ethnicity, nationality, language, or socio-economic background. Reasonable adjustments are made so that every learner can access learning and school life on an equitable basis, consistent with the school's Admissions Policy and applicable regulations.

4.6 Transition and Orientation Support

The school provides orientation and transition support for learners entering the school, moving between grades or programmes (PYP, MYP/Middle School, IGCSE, and Diploma), or leaving the school. Transition planning is coordinated with families, teachers, counsellors, and the Inclusive Education Department to ensure continuity of support and successful adjustment.

4.7 Confidentiality and Student Dignity

All information relating to a learner's needs is treated with strict confidentiality and shared only with authorized personnel directly involved in supporting the learner. Identification and support processes are conducted with sensitivity and respect for the dignity of every student, in accordance with school policy, applicable data-protection requirements, and IB expectations.

5. Identification and Support Systems (Teaching and Learning Phase)

The school recognizes that learner variability is a natural characteristic of all students. Guided by the IB philosophy of inclusion, identification and support are viewed as proactive, collaborative, and continuous processes that enable every learner to access, participate in, and engage meaningfully with the curriculum. The objective is to identify strengths, recognize potential barriers to learning, and implement timely interventions that promote academic success, well-being, and learner agency.

5.1 A Multi-Tiered System of Support

The school adopts a multi-tiered system of support that emphasizes early identification, collaborative problem-solving, evidence-based interventions, ongoing monitoring, and regular review. Support is provided through differentiated classroom practices, targeted interventions, individualized planning where appropriate, and collaboration with families and external professionals. The school operates an Inclusive Education Department (IED), which caters to the social, emotional, and academic needs of students.

5.2 Screening and Referral Process

When concerns regarding a learner's academic progress, communication, behaviour, emotional well-being, or participation arise, a structured referral process is initiated.

Stage 1 — Classroom Intervention

The classroom teacher provides proactive, inclusive support using the Universal Design for Learning (UDL) framework so that all learners can access, engage with, and demonstrate their learning. Many needs can be effectively addressed through high-quality classroom instruction and differentiation before specialist intervention is considered. The classroom teacher:

- Collects observational data to identify students' strengths, interests, learning preferences, and areas requiring additional support.
- Reviews assessment evidence — including formative and summative assessments, classroom work, student reflections, and teacher observations — to inform instructional planning.
- Designs and delivers learning experiences based on the UDL framework.

Stage 2 — School-Based Referral

If concerns persist, the teacher discusses the learner with the Programme Coordinator, the Inclusion Coordinator, and the School Counsellor (where appropriate). The team reviews available evidence and determines whether additional observations, informal assessments, or targeted interventions are required. Parents are informed throughout this process and are regarded as essential partners in decision-making.

Stage 3 — Specialist Assessment

Where appropriate, and with parental consent, the school may recommend psycho-educational assessments, speech and language assessments, occupational therapy assessments, behavioural assessments, medical evaluations, or other specialist evaluations. Assessment recommendations are based on educational and behavioural needs rather than diagnostic labels.

Stage 4 — Support Planning

Following review of all available evidence, the IED team determines appropriate interventions, which may include classroom accommodations, access arrangements, an Individual Education Plan (IEP), Extended Classroom Support, short-term intervention programmes, assistive technology, counselling support, or external therapeutic services. Support plans are reviewed regularly and adjusted according to learner progress.

5.3 Identification of Students with Special Needs

Students with a specific difficulty in learning academic or other skills, identified during the observation period, are referred to the Inclusive Education Department by parents, facilitators, or programme coordinators. The student's achievement level is identified along with their strengths and weaknesses. Behavioural, social, and emotional levels are assessed using informal and formal standardized psychometric tools. Medical documents and case history are also taken into account to identify the area of difficulty. A consultation with the parent is then held to discuss the plan of action, and a consent form is duly signed by the parent and the school to enrol the student in the Inclusive Education Department.

5.4 Inclusive Education Department Structure

The IED team adopts a collaborative whole-school approach to inclusion. Responsibility for learner success is shared by all educators and is not limited to specialist staff. The team includes:

- Director
- Programme Coordinators (PYP, MYP, DP)
- Inclusion Education Coordinator
- Special Educators
- Speech Therapist
- Play Therapists
- School Counsellor
- Homeroom Teachers
- Parents or Guardians
- External Specialists (when appropriate)
- The student (age- and developmentally appropriate)

The team meets regularly to review learner progress, analyse assessment evidence, plan appropriate interventions, monitor Individual Education Plans, recommend assessment access arrangements, support transitions between grades and programmes, and evaluate the effectiveness of interventions. The team promotes shared accountability, collaborative planning, and coordinated support across the school.

5.5 Collaboration with Specialists and External Agencies

Effective inclusion requires collaboration among educators, families, and qualified professionals. Where appropriate, the school collaborates with educational psychologists, occupational therapists, speech and language therapists, behaviour specialists, clinical psychologists, medical practitioners, rehabilitation specialists, child development centres, and government and statutory agencies.

Collaboration may include reviewing professional reports, joint goal-setting, classroom recommendations, therapeutic strategies, progress monitoring, transition planning, professional consultation, and the planning of access arrangements and accommodations. Parents remain central partners throughout, and external recommendations are integrated into educational planning where appropriate and feasible.

5.6 Documentation and Record Keeping

Accurate documentation supports continuity, accountability, and effective educational planning. The school maintains confidential records that include:

- Admission documentation
- Screening results
- Observation records
- Assessment reports
- Medical documentation (where relevant)
- Individual Education Plans (IEPs)
- Progress reviews
- Minutes of meetings
- Parent communication records
- Assessment access-arrangement documentation
- Transition plans

Access to confidential information is restricted to authorized personnel directly involved in supporting the learner. Records are maintained in accordance with school policy, applicable data-protection legislation, and IB expectations regarding confidentiality and learner dignity, and are reviewed periodically to ensure interventions remain responsive to changing needs.

6. Inclusive Teaching and Learning

Teaching practices are designed to provide multiple pathways for learners to access knowledge, demonstrate understanding, and engage meaningfully in learning. The school applies the principles of Universal Design for Learning (UDL), differentiated instruction, inquiry-based learning, student agency, and evidence-informed practice to ensure equitable participation for every learner. Inclusive teaching is the responsibility of every educator and is embedded across all IB programmes.

6.1 Individual Education Plan (IEP)

The IED team, together with the teacher and the parent, formulates an Individualized Education Plan (IEP), keeping in mind the discrepancy between grade level and the student's achievement level. The team provides support in the areas of concern through strategies and activities that support development. Reviews of the student's needs are carried out bimonthly to determine the level of progress. A student remains in the programme for as long as the discrepancy is being minimized. The skill areas addressed in the IEP include:

- **Academic Skills — Language:** assessed across phonemic awareness, reading, reading comprehension, spelling, vocabulary, grammar, writing skills, and free expression. Once the discrepancy is identified, a language IEP is formulated and remediation is initiated to bridge the gap, with accommodations and exemptions provided during teaching and learning.
- **Academic Skills — Mathematics:** assessed for numbers, number concepts, number identification, mental math, and basic operations according to age and class. Disparities are addressed through remediation and provisions.

- **Unit of Inquiry (UOI):** support to access and engage with transdisciplinary inquiry.
- **Cognitive Skills:** fine motor, gross motor, thinking and logical-reasoning skills, visual discrimination, and memory.
- **Social Skills:** interpersonal skills.
- **Emotional Skills:** identifying emotions and managing behaviour.
- **Communication Skills:** understanding spoken language and body language.
- **Life Skills:** study skills, time management, organising skills, conflict resolution, stress management, and problem solving.
- **Behaviour Modification:** sharing, making better choices, helping, respect and care, courtesy, responsibility, listening, and working hard.
- **Sensory Needs:** low sensitivity, high sensitivity, balance, and body awareness.

Need-based accommodations, exemptions, and differentiated learning strategies are provided in each case, keeping in mind the difficulty of the concerned student.

6.2 Remediation

The remedial programme is initiated with the IEP in focus. Sessions are held according to the requirement of the student, on a one-to-one individual basis. Monthly activities are designed with the yearly target in mind. The focus is a child-centred approach that provides individualized learning and teaching programmes based on each child's assessed needs and strengths. In addition to academic skills, the remedial programme fosters the development of social skills, communication skills, and motor skills, and various therapies are implemented to achieve the desired goals. Once the student attains the required level of learning, support is gradually withdrawn.

6.3 Extended Classroom Support (ECS)

To support a student within the mainstream classroom and provide extra attention in completing classroom-related tasks, trained special educators assist the homeroom facilitators in the teaching–learning process (academic-related), enabling the learner to remain in the mainstream setting wherever possible.

6.4 Flexible Learning Environments

Learning environments are intentionally designed to maximize participation, engagement, independence, and learner well-being. Flexible environments include:

- Universal Design for Learning (UDL)
- Flexible grouping
- Peer teaching and learning
- Technology-enhanced learning
- Calm or sensory-regulation spaces
- Multiple methods of communication
- Opportunities for learner choice and agency

Teachers continuously adapt the environment to remove barriers that may limit participation.

6.5 Assistive Technology and Resources

Assistive technology supports equitable access to teaching, learning, communication, and assessment. Where appropriate, learners may use text-to-speech software, speech-to-text software, screen readers, reading pens, audiobooks, alternative keyboards, visual scheduling tools, graphic organizers, communication devices, and tablets and digital learning applications. Technology is selected based on

individual learner needs and educational evidence and is integrated into everyday classroom practice wherever possible.

6.6 Collaborative Teaching Practices

The school recognizes collaboration as one of the strongest indicators of successful inclusion. Collaborative teaching may include co-planning of lessons, peer teaching and learning, shared assessment design, collaborative inquiry, professional learning communities, joint progress reviews, classroom coaching, and team reflection. Facilitators work closely with the Inclusion Education Coordinator, special educators, the speech therapist, the school counsellor, programme coordinators, parents, and external specialists. Collaborative planning ensures that support strategies, accommodations, assessment practices, and instructional approaches remain consistent across learning environments.

7. Language and Inclusion

This Inclusion Policy complements the school's Language Policy by ensuring that:

- Language learning is the responsibility of every teacher.
- Multilingualism is recognized as a strength and an educational resource.
- Home languages are valued and actively supported.
- English-language learners receive equitable access to the curriculum.
- Language development is integrated across all IB programmes through inquiry-based and concept-driven learning.
- Inclusive communication practices remove barriers to participation and promote learner agency.
- Collaboration among teachers, the Inclusion Department, language specialists, parents, and programme coordinators ensure that every learner can develop the linguistic competencies necessary for academic success and lifelong learning.

8. Assessment and Access Arrangements (Examination Phase)

8.1 Inclusive Assessment Philosophy

The school believes that assessment should be equitable, accessible, valid, reliable, and inclusive, ensuring that every learner has the opportunity to demonstrate achievement while maintaining the integrity and standards of the curriculum. In accordance with the IB philosophy, assessment is designed to support learner agency, inform teaching, promote reflection, and remove barriers that may prevent learners from demonstrating their true capabilities. Inclusive assessment practices do not lower academic expectations or modify learning outcomes; rather, they provide equitable opportunities for learners to access learning and demonstrate achievement.

8.2 Classroom Assessment Accommodations

Some learners require classroom accommodations to ensure equitable participation in assessment. Classroom accommodations are determined through educational evidence, teacher observations, learner needs, and, where appropriate, professional recommendations.

8.3 IB Access Arrangements

The school follows the IB's published procedures for requesting and implementing assessment access arrangements for eligible learners. Access arrangements remove barriers that may prevent a learner from demonstrating achievement under standard examination conditions; they are based on current educational evidence and reflect the learner's normal way of working in the classroom. Inclusive assessment

arrangements require authorization from the IB Assessment Centre. Where appropriate, the school may apply for the following arrangements.

Access to modified papers

- Examinations in Braille
- Changes to the print on examination papers
- Printing on coloured paper
- Modifications to the visual complexity
- Modifications to the language of examination papers

Access to additional time

- Additional time: 10%
- Additional time: 25%
- Additional time: 50%
- Rest breaks

Access to writing

- Computers
- Word processor
- Word processor with spell checker
- Speech-recognition software
- Scribe
- Transcriptions

Access to reading

- Reader / human reader
- Reading software
- Reader pen

Access to speech and communication

- Communicators
- Augmentative communication device
- Access to calculators and practical assistance
- Access to extensions and exemptions

Other arrangements

- Enlarged print
- Alternative colour formats
- A separate assessment room
- Assistive technology approved by the IB

8.4 Academic Integrity and Fairness

The school believes that inclusion and academic integrity are complementary principles. Providing equitable access to assessment does not compromise fairness or academic standards; rather, it ensures that learners are assessed on their knowledge, understanding, and skills rather than on the barriers they may experience. All assessment practices are guided by the school's Academic Integrity Policy and IB expectations. The school ensures that:

- access arrangements do not provide unfair advantage;

- learning outcomes and assessment criteria remain unchanged;
- all students are assessed against the same published standards;
- confidentiality regarding learner information is maintained;
- accommodations are evidence-based and consistently implemented;
- ethical assessment practices are followed at all times.

8.5 Follow-Up with Parents

The school values the support of parents and works in partnership with them at all stages of intervention. Bimonthly feedback on a student's progress, or on any change in intervention, is provided to the parents of students placed in the Inclusive Education Department. Parental counselling and training is an integral, ongoing component, encompassing consultation, sensitization, and regular updates.

9. Programme-Specific Implementation – EY / PYP / MYP / DP

The source policy gives detailed examples for PYP, Middle School/MYP and IGCSE–DP. EY-specific procedures are to be implemented through the whole-school inclusion framework and finalized collaboratively with the EY team.

9.1 Early Years (EY)

- Embed inclusion through age-appropriate UDL, differentiated experiences, flexible participation and multiple means of communication.
- Use observation, developmental information, classroom evidence and parent input for early identification of emerging needs.
- Prioritize communication, social-emotional development, sensory regulation, motor development, independence and participation alongside early academic readiness.
- Coordinate transitions and support planning with families, teachers, counsellors and the IED.

9.2 Primary Years Programme (PYP)

- Use differentiated learning and UDL to support access to inquiry and the transdisciplinary programme.
- IED support may include Brain Gym, Multiple Intelligences and Learning Styles checklists, tuning-in support for Units of Inquiry, language development, reading programmes and remediation.
- Support access to language, mathematics and UOI while addressing cognitive, social, emotional, communication, sensory and life-skill needs identified in the IEP.
- Use age-appropriate learner voice, choice and reflection.

9.3 Middle Years Programme (MYP)

- Use differentiated learning, study skills and targeted remediation to address identified learning needs.
- Use Multiple Intelligences and Learning Styles checklists and aptitude testing/vocational guidance where appropriate.
- Provide need-based sessions and support for academic, social-emotional and transition needs.
- Use collaborative planning between MYP teachers, programme coordinators and IED to maintain access to the MYP curriculum.

9.4 Diploma Programme (DP)

- Provide individualized support, counselling and need-based interventions while maintaining DP academic expectations.
- Coordinate assessment access arrangements with the programme team and IB where required.
- Support study skills, organization, time management, self-advocacy and transition to post-school pathways where appropriate.
- Continue whole-school inclusion through meaningful participation in CAS and community engagement.

10. Diploma Programme CAS Service: Legacy Projects

This appendix records the Diploma Programme (DP) legacy initiatives that fulfil the Service strand of Creativity, Activity, Service (CAS). These sustained, student-led projects connect DP students with younger and diverse learners across the school — in the Middle Years Programme (MYP), the Primary Years Programme (PYP), and the Inclusive Education Department (IED) — and reflect the whole-school commitment to inclusion and service described in this policy. They enable DP students to contribute consistently and purposefully to the school community while developing leadership, empathy, communication, responsibility, and collaboration.

10.1 Symbi Shiksha Abhiyan (SSA)

Symbi Shiksha Abhiyan (SSA) is a legacy, student-led initiative that enables Diploma Programme (DP) students to fulfil the Service component of CAS by supporting Middle Years Programme (MYP) learners who require additional academic assistance. The initiative begins with a diagnostic assessment conducted across the MYP to identify students who need further support; based on the evaluation of these results, learners requiring additional academic assistance are identified for the programme.

Throughout the academic year, DP students conduct weekly support classes in English and Mathematics, offering regular guidance, encouragement, and individualised support. Through this sustained service engagement, DP students contribute meaningfully to the learning and development of younger students while developing leadership, communication, empathy, responsibility, collaboration, and organisational skills. As a long-standing legacy project, SSA provides an authentic opportunity to demonstrate the CAS Service component through consistent, purposeful, and student-led community engagement.

AT A GLANCE

CAS strand: Service

Beneficiaries: MYP learners requiring additional academic assistance

Focus areas: English and Mathematics

Identification: Diagnostic assessment conducted across the MYP

Frequency: Weekly support classes, throughout the academic year

Skills developed: Leadership, communication, empathy, responsibility, collaboration, organisation

10.2 IED Support Classes

IED Support Classes are a legacy CAS initiative that gives Diploma Programme (DP) students an opportunity to engage meaningfully in the Service component of CAS by supporting learners from the Inclusive Education Department (IED). The initiative is conducted under the guidance of the Head of the IED, Ms. Deepa, together with the CAS Coordinator. Before beginning their engagement, DP students are briefed by

the IED facilitators about the learners' needs, appropriate teaching approaches, and the ways in which they can contribute effectively.

The support classes are held once a week throughout the academic year, with DP students working closely with learners through planned and meaningful interactions. The initiative enables DP students to contribute their time, skills, and effort to the learning and development of IED students while fostering empathy, patience, communication, responsibility, and collaboration. As a sustained legacy project, it provides an authentic opportunity to demonstrate purposeful and consistent CAS Service while building an inclusive and supportive school community.

AT A GLANCE

CAS strand: Service

Beneficiaries: Learners from the Inclusive Education Department (IED)

Guidance: Head of the IED (Ms. Deepa) and the CAS Coordinator

Preparation: DP students briefed by IED facilitators on learner needs and teaching approaches

Frequency: Once a week, throughout the academic year

Skills developed: Empathy, patience, communication, responsibility, collaboration

10.3 The Reading Programme

The Reading Programme is a successful and well-established CAS Service initiative in which Diploma Programme (DP) students support Primary Years Programme (PYP) learners in developing their reading skills, vocabulary, comprehension, and confidence. The programme is conducted once a week, with DP students engaging younger learners through structured and interactive reading sessions. The books and reading materials are carefully planned and recommended by the PYP facilitators, ensuring that the content is age-appropriate and aligned with the learners' needs.

Through this sustained engagement, DP students contribute meaningfully to the academic and personal development of PYP learners while developing communication, patience, empathy, leadership, and responsibility. The programme has grown into one of the school's impactful legacy projects, providing DP students with an authentic opportunity to fulfil the CAS Service component through consistent, purposeful, and student-led support for the younger school community.

AT A GLANCE

CAS strand: Service

Beneficiaries: PYP learners

Focus areas: Reading skills, vocabulary, comprehension, and confidence

Materials: Age-appropriate books recommended by the PYP facilitators

Frequency: Once a week

Skills developed: Communication, patience, empathy, leadership, responsibility

11. Roles and Responsibilities

11.1 School Leadership

School leadership is responsible for establishing and sustaining a culture where inclusion is embedded in the school's vision, policies, strategic planning, and daily practice. It is the responsibility of the school to meet students' learning needs; to ensure that inclusive assessment arrangements are carefully

individualized, planned, evaluated, and monitored; to ensure that all requests for inclusive arrangements submitted by a coordinator have the support of the Head of School; and to ensure that all supporting psychological, psycho-educational, and medical documentation required by the IB is in place to access learning and assessment. The School Leadership Team shall:

- Promote a whole-school culture that values diversity, equity, inclusion, and belonging.
- Ensure that the school's mission, vision, and educational philosophy reflect the principles of inclusive education.
- Develop, implement, and regularly review the Inclusion Policy in alignment with the IB Programme Standards and Practices.
- Allocate appropriate financial, human, and physical resources to support inclusive education.
- Ensure compliance with IB requirements, local regulations, and child-safeguarding expectations.
- Promote Universal Design for Learning (UDL) and inclusive teaching practices across all programmes.
- Support collaborative planning among teachers, programme coordinators, the Inclusion Department, counsellors, and specialist staff.
- Ensure appropriate staffing, professional learning, and ongoing capacity building.
- Monitor the effectiveness of inclusive practices through data, observations, learner outcomes, and stakeholder feedback.
- Foster an environment where learner well-being, student agency, and equitable participation are prioritized.
- Build strong partnerships with parents, external specialists, and community organizations to support learner success.

11.2 IB Teachers

All IB teachers will teach students with special education needs and therefore need to know:

- The factors that affect student learning and how best to respond to them.
- How to differentiate and match teaching approaches to student needs.
- How to align teaching approaches with the school's SEN/inclusion policy.
- How to make use of technology that helps alleviate and remove barriers to learning.

11.3 Inclusion Coordinator / SEN Coordinator (SENCo)

The Inclusion Coordinator leads the implementation of inclusive education practices and works collaboratively with all stakeholders to ensure equitable access, participation, and achievement for every learner. The Coordinator is responsible for:

- The day-to-day operation of the school's inclusion/SEN policy.
- Coordinating the implementation and periodic review of the Inclusion Policy.
- Leading the identification, referral, and support processes, including referrals from parents, coordinators, and other agencies.
- Conducting formal (psychometric) and informal tests and completing the documentation to enrol a student in the Inclusive Education Department.
- Planning the Education Plan with the classroom teacher in consultation with the parent, and facilitating the development, implementation, monitoring, and review of IEPs.
- Supporting teachers in designing differentiated learning experiences and implementing UDL.
- Coordinating classroom accommodations and assessment access arrangements, and collaborating with programme coordinators on IB access arrangements and examination accommodations.

- Assessing, planning, monitoring, and reviewing each child's provision and progress, arranging a review of progress every two months, and reviewing IEP goals at regular intervals.
- Supervising teaching approaches and support materials appropriate to the difficulty of the student.
- Liaising with parents, external specialists, therapists, psychologists, and medical professionals to ensure coordinated support.
- Maintaining a confidential SEN register and learner records in accordance with school policy and data-protection requirements.
- Providing clinical evidence for students with learning disorders to seek accommodations and exemptions, and providing accommodations according to IGCSE and IB requirements.
- Facilitating internal and inter-departmental communication regarding special education needs.
- Providing coaching, mentoring, and professional learning for teachers; establishing and contributing to SEN training.
- Providing vocational and career counselling and helping students adjust emotionally and socially through counselling, including behaviour management.
- Conducting need-based activities across all academic programmes and coordinating SEN resources to enhance classroom learning.
- Screening students at enrolment to assess the minimum level of learning, and maintaining specific resources for special education needs.
- Ensuring close contact with parents to review overall progress, supporting successful transitions, and promoting awareness of inclusion throughout the school community.
- Reporting to the Director and programme coordinators regarding students availing the facilities of the Inclusive Education Department.

11.4 Special Educators

The work of a special educator is challenging and varied. Special educators:

- Identify learners requiring additional support through classroom observations, screening, assessment data, informal tests, teacher referrals, and collaboration with relevant professionals.
- Formulate the IEP along with the SENCo and initiate the remediation process to bridge the learning gap; develop, implement, monitor, and review IEPs and targeted intervention programmes based on individual needs and progress.
- Assess children with long- or short-term learning difficulties and work with colleagues to identify individual pupils' special needs.
- Prepare lessons and resources to meet individual needs, and teach individuals or small groups within or outside the class.
- Use special equipment and facilities — such as audiovisual materials and computers — to stimulate interest in learning, and mark and assess student work.
- Implement UDL, classroom accommodations, assistive technology, and evidence-based inclusive teaching strategies in collaboration with teachers.
- Organize learning outside the classroom through community visits, school outings, or sporting events.
- Recommend, document, and monitor classroom assessment accommodations and coordinate applications for IB access arrangements.
- Build staff capacity through professional learning, mentoring, and classroom coaching; receive in-service training.

- Maintain accurate, confidential, and up-to-date records, monitor progress, communicate regularly with parents, and report and update the SENCo on all students undergoing remediation.

11.5 Speech Therapist

The Speech Therapist:

- Identifies students at risk for later problems and conducts speech, language, communication, and social-communication screenings and assessments, interpreting findings to guide educational planning.
- Develops, implements, monitors, and reviews individualized speech and language intervention programmes addressing communication, language development, articulation, fluency, voice, pragmatic language, and functional communication skills, and combines communication goals with academic and social goals.
- Collaborates with teachers and the Inclusion Department to integrate speech and language strategies into classroom instruction, inquiry-based learning, and everyday routines.
- Recommends classroom accommodations, augmentative and alternative communication (AAC) systems, visual supports, assistive technology, and communication-friendly environments.
- Works with school leadership, programme coordinators, special educators, counsellors, parents, and external professionals to develop, monitor, and review support plans and facilitate transitions.
- Maintains accurate, confidential records of assessments, therapy plans, progress, meeting notes, and family communication; supports parents with training for students' specific needs.
- Builds staff and parent capacity through guidance, workshops, and coaching, and reports and updates the SENCo on all students undergoing speech therapy.

11.6 Counsellors and Support Staff

Counsellors and support staff play an important role in promoting learner well-being, inclusion, and holistic development. They shall:

- Support learners' social, emotional, behavioural, and mental well-being, and provide counselling and early intervention where appropriate.
- Collaborate with teachers, the Inclusion Department, programme coordinators, and parents to develop comprehensive support plans.
- Assist with crisis intervention, conflict resolution, and safeguarding procedures.
- Facilitate transition programmes for learners entering, moving within, or leaving the school.
- Promote positive relationships, resilience, emotional regulation, and student voice.
- Support school-wide initiatives related to well-being, diversity, inclusion, and belonging, and contribute to multidisciplinary meetings and collaborative planning.
- Maintain confidentiality while ensuring that information essential for learner support is shared appropriately with relevant professionals.
- Assist in implementing individualized support strategies, monitoring progress, and participating in ongoing professional learning.

Support staff — including teaching assistants, learning-support assistants, librarians, administrative staff, nurses, and other non-teaching personnel — are expected to contribute to an inclusive school culture by treating every learner with dignity, respect, and empathy, and by supporting equitable participation in all aspects of school life.

12. Infrastructure and Physical Environment

12.1 Inclusive Education Department Facilities and Resources

The Inclusive Education Department is equipped to deliver assessment, remediation, and therapy. Its facilities and resources include:

- Academic Room
- Activity Room
- Therapy Rooms — Speech Therapy and Play Therapy
- 7 separate workstations
- 5 computers
- 6 iPads
- 1 Apple TV
- 1 projector
- 1 handycam
- 1 microphone with speaker
- CD collection / software on academic and cognitive skills
- Shelves and files for each student's work; an SEN file kept for each student
- Psychometric test batteries
- Teaching aids
- Language, math, cognitive, sensory, speech, and play-therapy tools

12.2 Accessible Campus and Facilities

The school works to ensure that its campus and facilities are accessible to learners with physical, sensory, and mobility needs, and makes reasonable adjustments to remove physical barriers to participation across classrooms, common areas, and activity spaces.

12.3 Inclusive Learning Spaces

Learning spaces are designed to be flexible and inclusive, including calm and sensory-regulation areas, adaptable seating and grouping, and technology that supports diverse ways of accessing, engaging with, and demonstrating learning.

13. Professional Development

Professional development is viewed as a continuous and collaborative process that strengthens educators' knowledge, skills, and confidence in implementing inclusive practices. The school provides ongoing opportunities — individual development, in-service education to implement new practices, and support to take on new roles — that enable staff to effectively support the academic, social, emotional, behavioural, and linguistic needs of all learners. Professional learning aligns with the school's strategic priorities, the IB Programme Standards and Practices, and the principles of Universal Design for Learning, inquiry-based learning, learner agency, and evidence-informed practice.

14. Liaison with External Agencies

Referrals are made to consultants and specialists, including a developmental paediatrician, a speech/language therapist, and an occupational therapist, as well as other agencies dealing with the sensory needs of children. This liaison ensures a multi-professional approach to meeting learners' needs and complements the collaboration described in Section 5.5.

15. Training of Stakeholders

Ongoing awareness and training programmes are conducted throughout the academic year to keep stakeholders informed of the latest trends and standards in inclusion and special needs. Parent participation is encouraged to ensure a uniform approach in handling a child's requirements.

16. Monitoring, Review, and Evaluation

The school regularly monitors student progress, evaluates inclusive practices, and reviews policies to ensure alignment with IB Standards and Practices, current research, and the school's mission and vision.

16.1 Monitoring Student Progress

- Monitor academic, social-emotional, behavioural, communication, and functional progress through assessments, observations, portfolios, reflections, and teacher feedback.
- Review IEPs and interventions regularly and use evidence to evaluate accommodations and support strategies.
- Involve students, parents, and relevant professionals in goal-setting and progress reviews, where appropriate.
- Maintain confidential records and determine next steps through regular review meetings.

16.2 Evaluating Inclusion Practices

- Evaluate inclusion practices through learner-progress data, programme reviews, stakeholder feedback, and quality-assurance processes.
- Use findings to improve support systems, professional learning, and resource allocation.

16.3 Policy Review Cycle

- Review the Inclusion Policy at least every three years, or earlier when required by IB updates, legislation, or school needs.
- The Inclusion Coordinator, in collaboration with School Leadership and programme coordinators, will lead the review.
- Consult relevant stakeholders and use evidence from progress reviews, evaluations, and feedback.
- Submit revisions to School Leadership for approval and communicate the updated policy to the school community.

16.4 Approval and Next Review

This policy is agreed at the governing-body meeting and reported on in the school prospectus. It will be reviewed on the schedule set out above (and, per prior practice, reported annually).

Signed: ..... (Director, SIS)

Date: .....

17. Related School Policies

This Inclusion Policy should be read together with the following related school policies:

- Assessment Policy
- Language Policy
- Admissions Policy
- Safeguarding Policy
- Academic Integrity Policy

18. References and Bibliography

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