



Jayshree Periwal International School

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All School Inclusive Education Policy 2020-21

Review Date: April 2021

Steering Committee Members:

The Inclusive Education policy steering committee at JPIS comprises of

- Head of School
- Senior leadership Team
- IE and Wellness Team
- Teachers representative -one per section (primary / middle / secondary)
- Parent representatives
- Student representatives.

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School Vision

JPIS aims to be a leading institution in international education focusing both on conceptual and contextual learning. We will provide avenues for academic and holistic development and create globally responsible citizens who confront challenges without the fear of failure. We aspire to have experienced and exceptional faculty who believe in constant upskilling and professional development. We will carve a community that thrives on teamwork and individual excellence.

School Mission

It is our school's mission to ensure holistic learning is imparted. Students leave school as peace-loving lifelong self-learners who value honesty, integrity, loyalty, compassion, and prudence. Develop sensitivity and respect for all people and cultures. Cultivate entrepreneurial and social skills.

Philosophy:

JPIS abides by the following IB principles of inclusive education:

1. **Education for all** is considered a human right
2. Education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
3. Every educator is an educator of all students
4. Learning is considered from a **strength-based perspective**
5. **Learning diversity** is valued as a rich resource for building **inclusive communities**
6. All learners belong and experience **equal opportunities** to participate and engage in quality learning
7. Full potential is unlocked through connecting with, and building on, previous knowledge
8. Assessment provides all learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
9. **Multilingualism** is recognized as a fact, a right and a resource
10. All students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
11. all students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
12. All students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
13. Diversity is understood to include **all members of a community**
14. All students experience **success** as a key component of learning

(Taken from Learning diversity and inclusion in IB programmes-Removing barriers to learning)

By the above principles JPIS inclusive education policy exemplifies itself by:

1. Shifting from a medical to a mindfulness program, focuses more on the strengths and learning styles of the child as a whole.
2. Empower students by Focusing on the social, emotional and physical well-being of the child in order to advocate for themselves and be responsible for their own learning
3. Providing sensitivity workshops to the faculty/staff at equal intervals, making it an integral part of the whole school. There is an ongoing commitment to practice a positive attitude thus ensuring successful integration.
4. To ensure the ethos of equity and inclusion, by embracing all kinds of learners and meeting their diverse needs in order to make education accessible to all.
5. Consulting with school management for program developments and staffing. Allocate appropriate funds in the budget to provide adequate staffing.
6. Provide professional development to enhance and build the educators skills in order to meet the needs of our learners.
7. Empathy classes Peer education and counseling on tolerance and appreciation to have a positive integrated environment.
8. Align with agencies and professionals locally and nationally to provide extension of support needed.
9. Identifying the need for inclusion and continuous guidance is made possible by involving all stake-holders in the learning partnerships. In this process, we intend to remove or reduce individualized learning challenges with the help of participation in meaningful learning opportunities with multiple options for engagement. All School Policies are drafted to incorporate the inclusion program that is within the framework of IB expectations.

Rationale:

To achieve the aforesaid, all students should

1. Be empowered to advocate for themselves by helping them develop independent academic and social skills.
2. Develop and achieve self - esteem with increased access to Education.
3. Attend remedial classes which are supported with individualized education plan (IEP) which reduces existing learning challenges and develops confidence in their abilities enabling a holistic growth for better adaptation.

4. Get an equal opportunity to the inclusive education system.
5. Successfully develop to their fullest potential by making access to the inclusive and equivalent curriculum provided by the school.

Aims & Objectives of Inclusive Education Department:

1. To ensure a person-centered approach for a meaningful learning experience.
2. To meet educational and social needs in order to provide a healing, nurturing and a sustainable environment.
3. To monitor consistent progress so as to make them self-reliant and a Global Citizen.
4. To acknowledge and accept individual lacunae with the help of psycho-educational assessments to achieve their full potential.
5. To develop a sense of belonging thus enabling them to be prepared for challenges in life resulting in fulfilling learning experiences.
6. To ensure that students benefit from cooperation and collaboration between home, school, and community (Protection & Safety).
7. To ensure all students take a full and active part in school life.
8. To integrate students into mainstream classrooms through differentiated instructions.

Admission Criteria:

1. Students with mild to moderate intellectual disabilities i.e. slow conceptual development, social and day to day life skills.
2. Children with mild to moderate visual and auditory impairment, autistic spectrum, learning disabilities such as dyscalculia, dysgraphia, dyslexia, oral/written disorders are accommodated.
3. The school implements/operates its Accessibility and Disability Equality Scheme to ensure that all students' needs are met as fully as possible.

Level of Eligibility:

1. Children should be able to work in groups.
2. Children should be able to communicate their needs and demonstrate basic life skills to learn and cope with mainstream curriculum

3. Children should be able to attend individual remedial classes and make use of the adapted/ differential sheets in order to reach the specific grade level.

Age:

1. Students seeking admission should match the basic chronological age which is 5.5- 6.5 years for grade 1.
2. However the school has its discretionary power to decide on an admission at an individual level especially in case of children with special needs, however cannot exceed more than a two year variation.

Referral Process for Identification After Admission:

1. When a problem is observed after admission, a referral is done by HRT.
2. After referral, observation by specialists is set up.
3. If not Eligible for Inclusive Education, accommodations in the school the environment is set up.
4. If Eligible for Inclusive Education IEP & ILP plans for special education are developed.
5. Placement is determined leading to Least Restrictive Environment (**LRE**)
6. Implementation of Special Education Services and Related Services is put in motion.
7. Ongoing monitoring is done with Annual Review and Reevaluation.

Evaluation:

1. After identification/admission, parents are expected to provide all the assessment reports, psycho-educational testing reports and other appropriate supporting documents to best address the needs of students to be engaged in learning.
2. The report is further handed over to the school counselor to understand the nature of the learning support required which is further discussed with the home room teachers and coordinator for implementation.
3. Based on the above understanding an IEP is designed to incorporate academic and extracurricular activities.

Roles and Responsibilities after the Identification:

1. The Inclusive Education team will adapt and integrate the remedial instruction based on the individual needs of the student ranging from direct instruction to classroom support.
2. If there are any behavioral and emotional concerns, then the school counselor will schedule counseling sessions with the student coordinating it with the Homeroom (mainstream) teacher for a productive personality development.
3. The special educator and the counselor will be responsible for informing all the educators - mainstream and specialists, to put systems in place to collaboratively see to the growth and enhancement of the student.
4. The mainstream teacher, counselor and special educator collaboratively review the case deciding the educational goals of individual learners.
5. After goal setting the students with learning needs will be supported and activities and experiences will be designed to help them fulfill their potential for intellectual, emotional, physical, and social growth.
6. Ongoing development of pedagogical methods and enhancement of curriculum delivery will be done to encourage and engage the learner in the best possible manner.

Integration Goals:

1. **Positive Conducive Environment-** A classroom built on core values like empathy, nurturance and trust to ensure that the student feels valued and supported and build their confidence.
2. **Raising Awareness via Workshops-** Regular workshops on topics such as respecting diversity, empathy, positive communication etc. in the classroom to promote sensitization.
3. **Setting Goals-** Children requiring inclusive pedagogy will be integrated to fulfill their social, emotional, cognitive, or sensory needs via setting achievable short term and long term goals.
4. **Peer Collaboration-** The low incidence of mild/moderate disabilities make it important for their acceptance and encouragement by their peers. The buddy system ensures this and promotes compassion, tolerance and acceptance.
5. **Teacher Collaboration-** A schedule of integration is maintained along with the

IEP's, ILP's, Differentiation Sheets & Additional Worksheets etc. for all learners with additional support needs.

6. **Identification of the grade level-** Based on the child's IQ, Working Memory, Processing Speed etc.; the cognitive abilities are assessed after which the grade level is integrated into the current grade level.
7. **Varying Approach:** Differentiation to be provided based on process, product and content to facilitate learning.
8. **Mental Health Curriculum (Minds Matter Organization)** - Weekly classes focusing on mental health are conducted to promote psychosocial competence to deal with daily life stressors at a comprehensive school level.

Learning Support Centre:

Scaffold instructions with the help of visual aids, demonstration, structured group, simpler language and instruction as below:

1. Differentiated Instruction
2. One to one tutoring
3. Brainstorming
4. Mind mapping
5. Recounting
6. Chunking
7. Reinforcement sheets
8. Simplified instructions/ Highlighted Text
9. Use of audio visual aids
10. Use of ICT tools like computer, I-pad to accomplish their work.
11. Proofreading Software

Links with Language Policy:

Students at JPIS have been exposed to English as their LOI from early years, but the school recognises the need to develop and support linguistic students. To this end mother tongue support is provided through resources, and wherever possible teacher and peer support. Additionally,

1. Students with language barriers regardless of the reasons, will be referred to receive remedial support.
2. Students with specific language disabilities diagnosed through formal assessment and informal screening will be referred to the learning support department for enhanced support. They will be extended the required concessions during examinations as prescribed by IB and CAIE in their respective handbooks of assessment procedures. (Taken from JPIS Language Policy)

Assessments:

Assessment for students with inclusive education needs:

JPIS aims to make education **accessible** to all students to provide **equal opportunities of learning**. In its effort to have a **least restrictive environment**, parents are expected to provide all the assessment reports, psycho-educational testing report and other appropriate supporting documents to best address the needs of students to be engaged in learning.

The students' assessment will be based on the learning outcomes designed by the school. The designated subject teachers will be conducting, both formative and summative. Assessments methods will be diverse in order to cater to individual needs.

Assessment tools could include:

1. Self-Reflection
2. Student work samples
3. Anecdotal records
4. Continuums
5. Peer/self-assessment
6. Oral presentations
7. Red Flag documentation/Google docs
8. Teacher designated tests

Inclusive/remedial assessment will be recorded as a basis for evaluation of all the essential skill development (Thinking, Research, Communication, Social and Self-Management skills) as mentioned in the IB document-

“Candidates with Assessment Access Requirements”.

In Middle School comprising grade 6,7& 8; summative & formative assessments may or may not be modified according to the required access arrangements to suit the learner's need. Students, who are unable to keep up to the pace of the grade level, shall be exempted from the classroom curriculum. The school provides environmental accommodations to physically challenged students and makes reasonable adjustments like easy accessibility, reader, separate class-room setting, assistance with reading and writing if needed. An extension of time allowance (10%, 25% and 50%) is available depending on the needs of the individual student.

IGCSE:

1. The inclusive assessment arrangements are made with the intention for the students with the aptitude to meet all assessment requirements leading to the award of the course results.
2. Access Arrangements Support the candidates with substantial and long-term disabilities, to attempt the examination and enable them to demonstrate their understanding of their academic learning.
3. Students with following conditions are eligible for these arrangements -
 - a. Autism
 - b. Dyscalculia
 - c. Dyslexia
 - d. Dyspraxia
 - e. Gifted and talented or exceptionally able
 - f. Hearing impairment/deafness
 - g. Medical conditions/chronic illness
 - h. Mental health issues
 - i. Physical disabilities
 - j. Speech, language and communication needs (SLCN)
 - k. Visual impairment

Highlights of Assessment Access Arrangements:

1. The inclusive assessment arrangements are planned in advance to give students sufficient time to learn and appear for the examination effectively.

2. Time allowance of 10%, 25% and 50% is given depending on the severity of the disability.
3. Modification of question papers like objective questions, simple language tone etc. are made to assess their learning.
4. A special educator as an invigilator is assigned to help in reading/scribing based on the disability.
5. Assistive technology like computers, speech recognition software, reading software etc. are arranged on need based requirements.
6. Practical assistance is provided for specific tasks (science practical/field work etc.) to help students to perform the complete task successfully.
7. Exemption of assessment given only on substantial grounds. For example part of assessment has a physiological function that a candidate is not able to perform.
8. Under exceptional circumstances, oral examinations may be taken for additional language learners who lack proficiency in the language of the current course of study and assessment.
9. Inclusive assessment arrangements will be compatible with those normally available to the candidate concerned to ensure uniformity.

Key Rules for Cambridge Examination:

1. Assessment Access Arrangements are made available after CIE has given written consent
2. A written permission Preparation – Form 1 needs to be submitted to allow a candidate an Access Arrangement.
3. Supporting evidence must be provided which contains literacy assessments of the student to avail the arrangements.
4. Students are provided supervised rest breaks to give the examination comfortably.
5. The assessment access arrangements are aligned with the regulations as stated in Cambridge Handbook 2020 (International)

IB Diploma Program:

Candidates eligible for special assessment arrangements are the ones which are

identified with individual needs such as a physical, sensory or medical condition or mental health problems, specific learning difficulty, an emotional or behavioral difficulty.

1. The school provides environmental accommodations to students with special needs and makes reasonable adjustments like easy accessibility, reader, separate class-room setting, assistance with reading and writing if needed.
2. An extension of time allowance (10%, 25% and 50%) is available depending on the needs of the individual student.
3. Differentiated assignments, simplified instructions, highlighted texts and project assignments are given by teachers on a case to case basis.
4. The access arrangements are made after a discussion with HOS, DP Coordinator, subject teachers and Wellness Coordinator. The decision is based on a student's past performance, medical report and teacher feedback.
5. Temporary disability in case of emergencies like broken arm or high fever will be addressed at the day of the examination where the examiner will use their discretion to grant arrangements.
6. The IB "Access and Inclusion policy" is the point of reference for all decisions related to inclusivity and access arrangements.
7. Special arrangements can be requested through IE form on IBIS by providing medical and educational documentation.

Types of Special Assessment Arrangements:

Assessment Arrangements requiring authorization from IBO:

1. Additional time
2. Scribes
3. Transcriptions
4. Audio Recordings of Examination Papers
5. Rest periods during an examination
6. Digital Question Papers
7. Assistance of a reader or a writer or a prompter
8. Use of computers and other assistive technology
9. Modifications to examination papers

10. Alternative venues for examinations
11. Exemptions from assessment
12. Extensions to deadlines
13. Assistance provided with practical work.

Assessment Arrangements not Requiring Authorization from IBO:

1. Take an examination in a separate room
2. Communicators
3. Arrangement for appropriate seating
4. Allowed to have a care assistant for the welfare of a candidate barring another candidate or a relative of the candidate
5. Arrangements to use various aids in examination (a Braille slate, a sound amplification device, a hearing or low vision aid etc.
6. Allowed to take medication and /or refreshment during an examination
7. A candidate with a hearing condition may receive instructions from a communicator
8. For a candidate who is color blind, the invigilator is allowed to name colours in the examination paper

Key Rules:

1. A request for special arrangement must be submitted on IBIS and supported with medical and educational documentation (Translated into English where necessary)
2. Coordinators should send form D1 and the medical documents to IBCA eighteen months before the written examinations.

Further details regarding the Special Assessment Arrangements which are offered by IBO, and the regulations which govern them, can be found in the publication - Meeting Students With Learning Diversity in the Classroom (May 2013).

Inclusive Education and Assessment:

A Plan in Place

Includes two components – Service Delivery and Strategies

Service Delivery

Environmental Adaptation

Seating Position	Reduce Distraction
<ol style="list-style-type: none">1. Near teacher2. Near peer assistant3. Near paraprofessional4. Near board5. Near Front of room alone6. Quite Other	<ol style="list-style-type: none">1. Visual2. Auditory3. Movement4. Other
Seating Planned for	Rearrange Physical Space
<ol style="list-style-type: none">1. Move Desk2. Move Class Displays3. Other	<ol style="list-style-type: none">1. Lunchroom2. Assemblies3. Bus4. All classes5. Others

General Accommodation for students with Emotional Disabilities

<ol style="list-style-type: none">1. Establish an open, accepting environment.2. State clearly class rules and consequences.3. Emphasize positive behaviours and program for success.4. Reinforce positive behaviour.5. Supply extra opportunities for success.6. Be tolerant.7. Use good judgment.8. Teach social skills.9. Teach self-control, self-monitoring, and conflict resolution	<ol style="list-style-type: none">1. Teach academic survival skills.2. Teach positive attributions.3. Carefully select partners.4. Have alternative activities available.5. Design activity checklists.6. Use carefully selected peers as assistants.7. Have groups of "one."8. Use behavioral contracts.
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Accommodation Suggestions for Students with ADHD

For Beginning Activities	For Keeping On-Task
<ol style="list-style-type: none"> 1. Give small amounts of work. 2. Provide signals to begin. 3. Use timers and encourage self-monitoring. 4. Use verbal and written directions. 5. Provide additional structure (e.g. large-lined paper). 6. Highlight directions using larger fonts or colors. 	<ol style="list-style-type: none"> 1. Increase frequency of positive reinforcement. 2. Use peer assistants. 3. Make tasks interesting. 4. Break tasks into smaller, "manageable" units. 5. Allow breaks. 6. Use hands-on activities.
For Listening	For Excessive Activity
<ol style="list-style-type: none"> 1. Teach note taking and encourage use of Note-book organizers . 2. Use positive reinforcement. 3. Allow doodling 4. Allow standing. 	<ol style="list-style-type: none"> 1. Use activity as rewards (run errands, washboards, move desks) 2. Allow standing during class. 3. Encourage active participation. 4. Reward sitting
For Impulsive Behaviour	
<ol style="list-style-type: none"> 1. Provide acceptable alternatives. 2. Encourage trying to continue with another part of the assignment before interrupting the teacher. 3. Recommend note taking during lectures. 4. Recommend writing down questions and answers before blurting out. 5. Teach acceptable social behaviour for conversations, for class behaviour, and for interacting with peers. 6. Reward listening and appropriate behaviours. 	

Strategies:

1. Use examples to show rather than tell.
2. Scaffold instruction – simple and sequential.
3. Provide step by step direction
4. Repeat instructions and tasks for better acquisition of knowledge.
5. Present the tasks visually, orally and kinaesthetically
6. Adapt the question or task by reducing the complexity.

7. Provide extra time to finish assignments.
8. Positive rewards to enhance self-esteem and confidence
9. Read aloud, paired reading and independent reading, encourage developing vocabulary.
10. Use of strategies like (SIP) in spelling, Mnemonic (TTQ) in writing, (KWL), Diamond Ranking to enhance comprehension
11. Also use study skills like mind mapping, grouping, and lesson organizer to enhance grouping skills.

Revisions to address pandemic stress:

Wellness and Student Support

The recent Pandemic has led the school to strengthen its existing wellness programme to support students during the traumatic experiences caused by physical and mental stress due to extreme change of lifestyle, routine and long periods of isolation from peers. The school recognises that social emotional well being becomes most important in times of crises such as global calamities and pandemics. This can be best addressed by encouraging students to communicate their fears and anxieties through specifically designed learning experiences that promote collaboration and connectedness. Building resilience through open communication is also the key focus.

Minds Matter Curriculum at JPIS: This is an initiative by Mpower, a pioneer in Indian Mental Health Care to foster mental health literacy amongst students. Under the guidance of Dr. Zirak Marker, Senior Psychiatrist & Advisor with Mpower, the school has started this curriculum across grades to provide additional support in the pandemic times. The curriculum helps to build a safe space for students to encourage prosocial behaviour by helping them develop appropriate coping mechanisms. The goal is to encourage advocacy and introspection for early intervention, identification, and prevention of mental health concern or challenge.

The Minds Matter curriculum also promotes socio-emotional competence and holistic development through regular interactive sessions conducted by the school counselors on topics such as self-management, interpersonal relationships, emotional intelligence etc. This empowers students by providing guidance and counseling in coping with challenging situations. The reflective activities address students' physical, mental and social health thus enhancing overall achievement. The wellness program promotes

socio-emotional learning (SEL) which includes comprehending and managing emotions, setting achievable goals, nurturing positive relationships, making right choices, and exhibiting empathy.

Well-being Suggestions

1. Celebrate resilience and acknowledge that fear and worry are normal human reactions and each individual student, teacher or parent experiences them to different degrees.
2. Set up networks where students and adults positively interact. Support members of the school community to express their feelings and concerns; dedicate time and space for this in your daily routine, even after the crisis.
3. As knowledge can help to reduce fears by putting them in context, provide reliable information about various aspects of the crisis. In the case of the Covid-19 virus, relevant information can be about the virus development, the illness and preventive measures to widen their knowledge about the virus.
4. Provide learning opportunities for students so that they understand more about body functioning, illness, the immune system, healthy habits, recognising feelings and emotions.
5. If not yet in place, think of engaging school community members in an emotional development programme, to equip them with the necessary skills of expressing, understanding and dealing with anxieties. Explore the benefits of mindfulness and relaxation techniques to release stress and anxiety.
6. With all of the above, use a balanced, objective, and age-appropriate approach based on data and reliable research resources.

(Taken from Why wellbeing matters during a time of crisis: Wellbeing considerations for a successful post-Covid-19 educational transition)

Individualized Education Plans:

All students who have been formally identified/ assessed would have (if needed) an IEP designed by the grade teacher/ subject teacher/ coordinator/ counselor as well as the HOS. The modified curriculum shall be monitored and tailored to meet the students' needs as and when required. The timeline for such an IEP would remain to be for one year at the end of which a review for continuity or exit will be

made by this interdisciplinary team. The parents input shall be considered to be of utmost importance regarding the child's diverse needs and interests based on which the IEP/ILP shall be devised.

Parent Partnerships:

1. Regular feedback and inputs from parents regarding the learning styles and outcomes at home to be shared with the grade teacher to minimize differences and streamline transition.
2. Parents of special needs children must update/provide the school with psycho educational/ medical assessment reports and other required documents for concessions. Based on which the boards are intimated about the need for access arrangements during examinations.
3. Parents work closely with the school in order to develop a partnership that will support inclusive kids and to acquire regular feedback by the specialists.
4. A written communication sent to the parents twice a year by the grade teacher in consultation with the counselor suggesting ways to enhance reading/writing skills, and mathematical abilities.

Staff Development:

Mainstream teachers have regular discussions with the counselor/Coordinator/Principal about the progress of students. The counselor provides information and updates the teacher about any development/deterioration, if noticed during counseling.

Inclusive education program and planning is briefed during the induction program at the beginning of every academic year.

An ongoing digital record is shared with grade teachers and grade coordinators, where a detailed child's case history is mentioned. Techniques and ways to achieve their goals are suggested

The counselors shall attend regular online workshops to update themselves with the latest interventions. The **Minds Matter** curriculum which is embedded in the annual academic calendar was implemented after rigorous training of the counselors who work in regular consultation with the experts in the field.

Review Process

The committee is responsible to oversee the procedures needed to develop the IE philosophy and policy of the school, ensure its communication to all stakeholders, and also conduct the annual reflection and review process in a collaborative manner by gathering data through questionnaires, surveys from all stakeholders.

The Inclusive Education policy is reviewed annually as part of the whole school improvement plan. The steering committee for Inclusive Education policy will review the execution of the policy in classrooms and throughout the school as part of the evaluation process. Teacher, student and parent representatives will change in every review cycle. A collaborative and interactive discussion among all staff and representatives of other stakeholders will help the school in getting feedback on the implementation of the policy in all spheres of the school. Feedback from students, parents, and teachers will help the steering committee to make appropriate changes.

References

IB Documentation:

1. The IB guide to inclusive education: a resource for whole school development
2. Learning diversity and inclusion in IB programmes: Removing barriers to learning
3. Meeting student learning diversity in the classroom: Removing barriers to learning
4. “Lost Learning”: What does the research really say?
5. Compassionate systems approach
6. Mastropieri, Margo A., and Thomas E. Scruggs. *The Inclusive Classroom: Strategies for Effective Instruction*. Upper Saddle River, NJ: Merrill, 2004. Print.
7. Why wellbeing matters during a time of crisis: Wellbeing considerations for a successful post-Covid-19 educational transition
8. The IB “Access and Inclusion policy”

Glossary:

1. **Least Restrictive Environment-** Students with differences to receive their education to the maximum extent with the other kids
2. **Stakeholders-** People involved in the welfare of the school and its students
3. **Access-** The chance or right to use or have something
4. **Differentiation-** Tailoring instructions to meet individual need
5. **Inclusive Assessments-** An approach to assessment in mainstream settings where policy and practice are designed to promote the learning of diverse learners.
6. **Inclusive pedagogy-** An approach to teaching and learning that supports teachers to respond to individual differences between the learners
7. **Individualization-** Instruction and tasks/activities to accommodate the learning needs of each learner
8. **Learning Community-** Group of people with common values and beliefs, actively engaging in learning process
9. **Reasonable Accommodations/Adjustments-** Ways to remove barriers to education
10. **Sustainability-** Ability to keep going/maintain
11. **IEP-** Individualized Education Program
12. **ILP-** Individual Learning Plan
13. **Ethos of Equality-** Equal Access and Equal Opportunities in Learning Process