



## ***INCLUSION POLICY***

SVKM J V Parekh International School (SVKMIS) recognizes and supports the IB philosophy of making the IB programme accessible to the broadest possible range of students. While acknowledging the academic rigor of the IB programme and the importance of encouraging students to pursue the full diploma, we commit to minimizing barriers to student participation. SVKMIS believes that the successful implementation of any inclusive policy is largely dependent on educators being positive about it and accordingly, the School has a general responsibility to promote high standards for all pupils, including those who have special educational needs (SEN). The aim of this policy is to describe the provision of support for children / pupils with SEN within the school. A key feature of this provision is a commitment to the principles of inclusive education. The newest challenge is to make inclusive practices available to *everybody, everywhere and all the time and the* systemic school improvement efforts that must be achieved to continue making progress toward fully inclusive schooling. [The school secures access to an IB education to the broadest possible range of students. (0301-01)] The Inclusion policy thus can be interpreted as the Learning Diversity Policy to allow common understanding of meeting diverse learning needs within the student community. The objectives of the Inclusion Policy incorporate the qualities of diversity, equity and inclusion as published by the IB.

### **DEI Statement**

“At the IB we want to understand and celebrate differences within our community, while recognizing and valuing the things we have in common. As we all strive to achieve our mission of creating a better world through education, we cannot underestimate the importance of diversity, equity and inclusion”.

The School imbibes the Universal Design for Learning (UDL) and has designed the Learning Diversity Policy within the framework of UDL for curriculum development that provides equal opportunities to learn; articulated in other School Policies to standardize the learning needs such that the Intended Learning Outcomes across all IB Diploma subjects are addressed. UDL is encouraged as a technique for differentiated learning in students to enhance engagement, representation and action and expression



in learners who are purposeful and motivated, resourceful and knowledgeable and strategic and goal oriented – central to decision-making and planning.

IBDP Document on students with special assessment needs refers to students with 'Special Educational Needs' as students with individual learning needs, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require special arrangements to demonstrate their level of achievement.

- SVKM J V Parekh International School believes in equal academic opportunity and inclusive education.
- To ensure that the required provisions are available to all, the inclusion policy is a standard document that is routinely reviewed and communicated with teachers. [The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)]. [The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)].
- Technology is put to optimum use in order to support the students with special needs. Further the school has hired a permanent trained special educator who will work closely with the School Education Counselor, the Diploma Programme Coordinator and subject teachers. The School collaborates with platforms aimed at fostering wellness to invest in teacher and student training that will create a supportive environment for learning. [The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)].
- SVKMIS is committed to the goal of helping students acquire the learner profile attributes including being open-minded, balanced, caring and reflective through the execution of the Inclusion Policy. The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)]
- The rights of students are safeguarded through the explicit mention of Inclusion needs and requirements in its language and assessment policies. [The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)]



## **INCLUSION**

Inclusion is the preferred method of placement for students with special needs whenever possible. Students with disabilities are educated in regular education settings to the maximum extent appropriate in light of their needs, and prohibit their exclusion unless education there cannot be achieved satisfactorily even with appropriate supplementary aids and services.

Students are encouraged to be active and not passive learners.

Children are encouraged to make choices as often as possible; a good teacher allows students some time to flounder as some of the most powerful learning stems from taking risks and learning from mistakes.

Parental involvement is crucial.

Students with disabilities are free to learn at their own pace and have accommodations and alternative assessment strategies in place to meet their unique needs.

Students are made to experience success; learning goals are made specific, attainable and measurable with some challenge to them.

### **How does the teacher ensure inclusion?**

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 (0301-02-0300) Implementation of UDL and inclusive practices in the classroom IB educators use a range of inclusive instructional strategies that align with the UDL guidelines. [The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)]

UDL principle I: Provide multiple means of representation

The UDL Principle 1 is incorporated by providing the lesson material through a combination of visual, auditory, oral and text based formats, various support tools, mind maps, glossaries are given and their



use is formalized in the language policy. Connection with previously learnt material is established through the Bridge course to help students transition to the DP curriculum

UDL principle II: Provide multiple means of action and expression

The teaching and learning process employs tools of various media to help students learn and demonstrate their understanding including making videos, oral presentations and role plays which can be seen through the formative assessments

UDL principle III: Provide multiple means of engagement

The UDL Principle 3 can be seen in the CAS activities as well as the school level competitions and collaborations that occur across subjects and classes.

The teacher facilitates the learning by encouraging, prompting, interacting, and probing with good questioning techniques, such as 'how do you know it is right - can you show me how?' The teacher provides 3 – 4 activities that address the multiple learning styles and enables students make choices. The teacher has mini – conferences with students. The teacher provides many manipulative learning techniques and opportunities for small group learning.

### **Role of the TEACHER:**

[Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)]

To be vigilant that students with disabilities are included appropriately, in order to ensure that all students in a regular classroom have equal opportunities to benefit from the instructional program.

To problem solve with teachers in collaborative meetings about the special needs of the student and the help that can be provided to the student.

The Special Need Educator collaborates with the regular education teacher in adapting the curriculum, providing appropriate modifications, ensuring the implementation of modifications, and assessing overall progress of the child.



Every classroom has students at different learning capacities and abilities, even without the presence of specific learning concerns, and teachers cater to that through the use of differentiation strategies in the classroom, which is further documented in the Lesson Plans. Teachers adapt a wide range of teaching to create a more comprehensive and effective approach to supporting students with special needs. [(0202-02)].

The teachers engage in collaborative problem – solving and work towards increasing student participation in curriculum to meet the needs of included students. This is ensured through additional time and engagement during support classes that address student needs. [The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)].

### **What Does the Classroom look like?**

The classroom is a beehive of activity. Students engage in problem solving activities. The classroom that is student centered is based on learning centers. There is a language centre with learning goals, a media centre with opportunity to listen to taped stories or create a multimedia presentation on the computer. The goals are always clearly stated prior to students engaging in learning activities. The teacher asks students for reminders about the learning goals, and what completed tasks look like. The learning centers begin with whole class instructions and end with whole class discussions on the learning that took place.

### **What does Assessment look like?**

As a commitment to the principles of inclusive education, the aim of the INCLUSION policy is to provide early support for children/pupils with SEN. During the school years, SVKMIS believes observation is key to such assessment. Accordingly, the Special Needs Counselor critical focus is on:

- Does the student give up easily?
- Does the student persevere?
- Is the student able to show how he got the task right?



- How closely does the individual remain on task? Why or why not?
- How does the student feel about the activity? What are their thinking processes?

The formative assessments are another area of inclusion with children being given more agency – with them deciding the texts for reading, how to respond to them, also through the use of peer teaching. One of the most noteworthy forms of learning for student is through effective feedback with students being asked to reason, justify, analyse and evaluate their own learning. [Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)]

The teacher, in collaboration with the Special Needs Counselor, targets a few learning goals per day and observes a few students per day for goal attainment. Formal/informal interviews help the assessment process.

### **The role of the Special Needs Educator:** (0202-02)

**Role:** To provide instruction and support which facilitate the participation of students with special need in the regular school.

The special education teacher special needs educator provides the necessary information to the classroom teacher prior to the child entering the class regarding the student's disability, medical concerns, and/or equipment operation (ways to meet unique needs).

The special education teacher special needs educator serves as case managers and is responsible for the development, implementation, and evaluation of the required classroom provisions.

### **The Professional School Counselor's Role:**

Special Needs Counselor works with students and staff in the regular classroom. Special Needs Counselor responsibilities may include but are not limited to:

- Providing classroom guidance, individual and / or group counseling to students with special needs within the scope of the comprehensive school counseling program. [Students pursue



opportunities to explore and develop their personal and cultural identities. (0402-07)]

- Planning and conducting session focused on Social Emotional Needs [The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)]
- Consulting and collaborating with staff and parents to understand the special needs of a student
- Advocating for students with special needs in the school and in the community
- Assist families to understand how specific disabilities impact student ability to succeed in targeted curricular areas
- Assisting the student and DP Coordinator to complete necessary formalities required to obtain permission from IB to provide special assistance to that student. Assisting the student and University Guidance Counsellor to complete student profiles and University applications that are a best fit to the learning needs of the student [The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)]
- The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance ( 0301-02-0200)
- Connects with extended school platform facility which identifies students who may need to be assessed to determine special education eligibility within the scope and practice of the comprehensive school counseling program. This facility is made available to parents and students on request through a recognized organization. [The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes (0202-05)]
- This organization assists the Special Needs Counselor in:
  - Identification of the assessment tool to be used for the student depending on the need of the child and administration of the same.
  - To interpret assessment findings to parents, teachers, principal, and other professional staff.
  - To provide screenings and support services to the school.
- Orienting teacher about the differently able students and providing information about its type and what is the role of the teacher in the whole. Sensitizing the teachers towards the need of the



student. [The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)]

**Following arrangements are provided by the school to students with special assessment needs as per guidelines from and with prior permission of IBO**

[The school identifies and provides appropriate learning support. (0202-02)]

**Additional Time:** Additional time is authorized for written examinations and for certain activities connected to internal assessment according to the candidates' assessed needs. For written examinations, additional time is normally restricted to 15 minutes for each hour of the examination (that is, 25% grace time). For periods of less than one hour the additional time is given on a pro – rata basis. More than 15 minutes per hour may be authorized for candidates with a severe condition or where the special arrangements play a greater demand on time.

At the discretion of the coordinator, a candidate is given additional time to complete assignments during the two– year program (for example, the extended essay, the theory of knowledge (TOK) essay, language A world literature essay) without authorization from IBCA.

Additional time is not authorized for a component where the completion of a task within a limited time is specified in an assessment criterion.

At the discretion of the coordinator, a candidate who is allowed additional time takes his / her examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time.

Additional time of 30 minutes per hour (that is, 50% more time) is normally authorized for candidates using examination papers in Braille. Time in excess of 30 minutes per hour is authorized, according to the assessed needs of the candidate.





**REST PERIOD:** During a rest period the candidate is not permitted to read, respond to the examination paper or to write notes of any kind. A rest period is distinct from “additional time” during which the candidate continues working.

The amount of rest time required, or whether more than one rest period is necessary, depends on the candidate’s circumstances. Ten minutes per hour is normally authorized. During the rest period in an examination, the candidate’s script and examination paper is covered, collected or turned face down on the desk/table.

The candidate leaves the examination room for part or all of the rest period, but is supervised to ensure that the security of the examination is maintained. There is no communication with, or disturbance to, other candidates.

**AMANUENSES/WRITER:** An amanuensis (or scribe) is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of an amanuensis is permitted for all forms of assessment where a candidate is unable to provide a handwritten response or use a word processor.

If a candidate is allowed both an amanuensis and a reader, the same person fulfills both roles whenever possible. The candidate takes the examination in a separate room. The dictated responses of the candidate must not be overheard by other candidates.

Because the examination is taken in a separate room, an invigilator is present in addition to the amanuensis. This is to ensure the proper conduct of the examination, so that no questions arise regarding the appropriateness of the assistance.

The amanuensis transcribes the candidate’s responses verbatim, draw all visual material (for example, diagrams, maps and graphs) according to the exact instructions of the candidate, not offer information that is used to answer questions, including advice on which questions to answer, when to move on to another question or the order in which questions should be answered. The amanuensis is familiar with the terminology used in the subject, but whenever possible, is not the candidate’s own teacher for the



subject being examined.

Conversation between the candidate and the amanuensis is confined to ensuring that the candidate's responses are transcribed correctly. There is no discussion about the examination paper or the candidate's answers.

**Readers:** The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

An examination paper is read out loud without any alteration to its wording. Explaining Instructions and answering questions about the rubrics of the examination paper (for example, how many questions to answer, and the time available for the paper) are permitted; however, the reader is not allowed to interpret or explain questions on the paper.

If there is more than one candidate for the same examination requiring a reader they are grouped together. However, if a candidate requests that his or her answers be read out loud, that candidate takes the examination separately.

The reader is familiar with the terminology used in the subject, as any mispronunciation is confusing or unsettling for the candidate. The reader pronounces words clearly and should be someone whose speech is easily understood by the candidate. However, whenever possible, the candidate's own teacher for the subject concerned is not appointed as the reader.

**Prompters:** A prompter is a person who ensures that a candidate is paying attention to the examination. This arrangement would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting in a severe attention problem, by the rule and regulation of IBO and without disturbing other children in class.

The prompter only prompts. No other form of assistance is given. The means of prompting is a gentle tap on the candidate's arm or desk/table. The prompt is not given verbally.

The prompter is familiar with the candidate's behavior so that he or she knows when the candidate is



not attending to the task, rather than thinking.

The position of the prompter in relation to the candidate is left to the discretion of the coordinator. However, the prompter is seated in a position that provides a view of the candidate's disposition rather than his or her work. This is achieved without the candidate feeling as though he or she is under any pressure or scrutiny.

**Communicators:** A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip – speaking, finger – spelling or sign language.

A communicator is used for conveying the oral instructions of the coordinator/invigator without authorization from IB ([support@ibo.org](mailto:support@ibo.org)).

If a communicator is required so that a candidate can access the questions in an examination, it is mandatory to obtain authorization from IB ([support@ibo.org](mailto:support@ibo.org)). Authorization is given if the communicator is a qualified teacher of the deaf who is able to finger – spell all technical words. However, it is unlikely that this arrangement is necessary if the examination paper has been modified to accommodate the needs of a candidate with a hearing impairment.

**Audio recordings of responses to examination papers:** If a candidate is unable to provide a handwritten or word – processed script and an amanuensis is not a viable alternative, authorization may be given to audio record responses. However, this arrangement is authorized only in exceptional circumstances, after other alternatives have been considered and rejected.

This arrangement is only available for examinations where there is no requirement to produce visual material (for example, illustrations, tables, diagrams or sketch maps).

The candidate takes the examination in a separate room. The recording is transcribed verbatim by a person appointed by the school (for example, a school secretary). No corrections or alterations can be made to the candidate's response. The coordinator is responsible for checking the original recording against the transcript to ensure that no corrections or alterations have been made. The candidate's transcript is sent to the examiner. The coordinator retains a copy of the recording until the close of the



examination session.

### Exceptional Circumstances (COVID-19)

Under special circumstances such that a physical regular classroom set up might not be accessible, accommodations for Special Needs are adapted to be virtual.

Parents are engaged as readers and writers and teacher instruction and engagement is through virtual platforms like Microsoft Teams. Certain provisions like the need for magnified papers was easy to adapt during COVID times since enlarging the font size and screen was possible virtually.

### **Criteria for providing Provisions or applicability of the above mentioned policies:**

#### **Specific learning difficulties, language and communication disorders**

- Significant difficulties in reading, writing, spelling or manipulating numbers associated with difficulties in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
- Speech and language difficulties characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

#### **Emotional and behavioral difficulties (EBD)**

- Includes: attention deficit disorder (ADD) / attention deficit hyperactivity disorder (ADHD); withdrawn, depressive or suicidal attitudes; obsession preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behavior; and anger, frustration and violence.

#### **Physical and sensory conditions**

- Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- Sensory impairments: hearing — embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual — includes difficulties with either the structure or



function of the eye, affecting vision.

### **Medical conditions**

- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

### **Mental health problems**

- A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions. Such as schizophrenia and manic depression to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

### **Additional Information:**

Special assessment need policies are made available to parents in a digital format during the orientation of the Diploma Programme at the beginning of the academic year in July.

[The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)]

### **Definition of special needs**

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

### **Applicable procedure**

Before candidates enroll in the Diploma Programme, the school is responsible for verifying whether the programme includes any requirements that are incompatible with any known diagnosed special needs.

Special needs are reported by the candidate or his/her legal guardian to the school's Diploma Programme coordinator when the candidate enrolls in the programme, with appropriate professional documentation. Temporary special needs, resulting from illness or accidents, are reported to the Diploma Programme coordinator as soon as possible after they arise, together with supporting evidence.



## Possible next-step initiatives

- Reviewing the existing policies, including the school's mission and vision, and evaluating whether it effectively embeds inclusivity within them. If not, consider rewriting these to better support the school community. Seek out sample policies from other IB schools who are already actively working on this.
- Raise levels of understanding and educator capabilities to place total inclusivity at the heart of decision-making. Workshop topics to consider include: unpacking power and privilege; identity-based harm in schools; safe reporting pathways; courageous conversation protocols; and culturally responsive learning and teaching. [The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)].



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Inclusion in an IB Context

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Created: 2008  
Reviewed: 2009  
Revised: 2010  
Reviewed: 2011  
Revised: 2012  
Revised: 2013  
Reviewed: 2014  
Reviewed: 2015  
Reviewed: 2016  
Reviewed: 2017  
Reviewed: 2018  
Reviewed: 2019  
Reviewed: 2020  
Reviewed: 2021  
Reviewed: 2022  
Reviewed: 2023

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