



ADMISSION POLICY

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. 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.

Amity Global School-Gurgaon, Mission Statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well-balanced personality.

Amity Global School-Gurgaon ,Vision Statement

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

What is inclusion policy?

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

The terms "inclusion" and "inclusive education" refer to an approach that embraces the diversity and broadens the understanding of all students. Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving.

At AGSG, the primary purpose of this Inclusion Policy is to provide guidance to teachers, parents and the whole school on the provision of effective Learning Support to all learners. The policy is designed keeping each student in mind and providing them intervention and educational support as per their individual needs.

- Equal opportunities to participate and engage in quality learning.
- As education is considered a human right that promotes the sense of belonging, safety, self-worth and hold growth for every student, transdisciplinary themes should be provided at their level of understanding.
- Ensure involvement of parents, students and school staff towards students with special educational needs and encourage positive environment.
- Ensure that special education needs students are offered a broad, balanced and differentiated curriculum in an inclusive education.

ADMISSION POLICY FOR STUDENTS WITH DIVERSE LEARNING NEEDS:

The school's Admission policy guides to admit students with learning difficulties or physical disabilities only if adequate provisions can be made to meet their respective needs. The aim is to promote inclusion so that children with special educational needs can achieve their full learning potential through access to broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences.

At the time of transition stage of any SEN student, the child's performance report card, including SEN comment will be handed over to the parents.

NOTE: For further information refer to our Admission policy.

As per our Admission policy for Inclusive education, if a student is applying for admission and has been identified with special educational needs, any results of prior testing and/ or existing Individual Education Plans (IEPs) need to be provided to the Admissions Office with the application.

Applications will not be processed until all supporting documentation has been submitted and the school can make an informed decision as to whether or not it can meet the student's needs.

PRIMARY YEARS PROGRAMME

- Differentiated teaching carried out to provide effective strategies enabling every learner to achieve appropriate personal learning goals.
- Movement breaks to be provided to the learner at various intervals of time during academic teaching and learning.
- Providing least restricted environment to ensure that learners will be educated with their peers.
- Support/Shadow teacher provided by the parents who will be assisting the child in the class.
- Providing “Optimal Learning Environment” with a positive school ecosystem.
- The diverse needs of each learner are addressed with an attention to equity and continuous academic, social, and emotional growth.

INCLUSION POLICY FOR CAMBRIDGE INTERNATIONAL

Learners with special educational needs may benefit from specific access arrangements that take the learner's difficulty into account when assessments or learning tasks are performed. Access arrangements provided as per the Cambridge guidelines are as follows:-

- Allowing extended time for tests, exams, or assignments
- Use of a scribe
- Modified test papers
- Use of a reader
- Providing a quiet or separate testing area so there are fewer distractions and less noise.
- Use of computer for exams
- Prompter
- Practical assistant

ACCESS AND INCLUSION POLICY FOR IBDP

As per IBDP guidelines during examination Inclusive Access Arrangement shall be followed in the following cases if they fulfill the requirements:

- Access to modified papers for candidates with visual challenges or specific learning difficulties: - changes can be made to the print of the examination paper and printing the examination content on coloured papers.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
- Access to a separate room if it is in the best interest of the candidate taking the examination and others in the group. Example – lighting for the visually impaired, a scribe or a computer required by the candidate giving the examination.
- Access to additional time during examination will depend upon the degree of needs of the student requirement. This shall be dependent upon the scores of the psychological tests.
- Access to prompter for a student giving examination due to attention issues, psychological or neurological conditions is provided.

- Access to reading: Magnifying devices to enlarge and read print may be used by candidates with vision issues, reader or reading software.
- Access to writing in an examination or otherwise various facilities can be provided like computer without internet facility or data and scribe.
- Access to speech and communicator for receiving instructions if the student has hearing challenges.
- Access to calculators (four function) and practical assistance through assistant or aide.
- Access to extensions (deadlines) and exemptions (medical requirements) can be provided. A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
- Seating arrangements can be made keeping certain aspects in mind like students with vision and hearing difficulties.
- Access to a nurse or assistant if required by the candidate during examination.
- Access to aid if that is the normal functioning requirement of the student. Example hearing aid, low vision aid, magnifying aid, etc.

AGSG embraces students with diverse learning needs to include those with varied learning styles, languages and cultures.

Everyone at Amity Global School – Gurgaon is committed to providing the conditions and opportunities to enable students with learning diversities to be included fully in all aspects of school life.

Reviewed by:

Head of School

Academic coordinators: PYPC, CIC, DPC

HOD English

School counsellor

SEN Facilitator

Teacher Community as contributor

Reviewed on: 4th December 2025