



INCLUSION 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.

PURPOSE OF INCLUSION POLICY AT AGS

At AGS, the primary purpose of the Inclusion Policy is to provide guidance to teachers, parents and the whole school on the provision of effective Learning Support to all learners. The policy is designed to keep 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 holds 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 diverse needs and encourage positive environment.
- Ensure that students with diverse 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 students with diverse needs can achieve their full learning potential through access to broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences.

As per our Admission policy for Inclusive education, if a student is applying for admission and has been identified with diverse 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.

NOTE: For further information refer to our Admission policy.

INTERNAL SCREENING AND REFERRAL PROCEDURE

There is a procedure involved in screening for students with diverse needs:

- First observation will be conducted by the Home Room Teachers (HRT), where in grade and age-appropriate check list will be provided.
- Further classroom observations will be done by the Special Educational Needs (SEN) teacher and the counselor along with HRT.
- A report is generated for further discussion with the HRT, SEN, Counselor and Coordinators.
- The Home Room Teacher, Special Educational Needs teacher, Counselor and Coordinators jointly discuss the concerns.
- Parents are called for discussion with the stakeholders about the observations conducted within the classroom and other school settings.
- Parents are then further referred to the certified professionals for the assessments and clinical report of their ward.
- Parents will be submitting their wards assessment and clinical reports to the school.
- The HRT, SEN teacher, Counselor, Parents and Coordinators collaborate the further plan of action.
- School ensures social, emotional and cognitive development as much as possible depending on the severity and adjustability of the child.

LEGAL FRAMEWORK AND COMPLIANCE

AGS operates in compliance with applicable national and state legal requirements, including:

- The Right of Children to Free and Compulsory Education Act (RTE Act, 2009)
- The Rights of Persons with Disabilities Act (RPWD Act, 2016)
- IB guidelines on inclusive education and access arrangements
- Cambridge and IB examination access regulations

These frameworks mandate:

- Non-discrimination in admission and education
- Equal access to educational opportunities
- Reasonable accommodations for students with diverse learning needs.
- Safe and supportive learning environments

Committee to ensure compliance

To ensure compliance with legal and IB requirements, AGS has established the following committee comprising of:-

- Head of School
- Programme Coordinators (PYP, Cambridge, IBDP)
- SEN Facilitator
- School Counsellor
- Regular teaching staff – HRTs and Subject Teachers
- Parents

Roles and Responsibilities of all Stakeholders: -

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

All stakeholders associated with Inclusion Policy have specific roles and responsibilities to fulfill. They work collaboratively to ensure appropriate planning, identification, action & assessments of students with diverse learning needs. They keep regular contact with the parents to keep check on the academic performance of the child.

THE SCHOOL (Headed by Head of School and Academic Coordinators)

- It is the responsibility of the school to train and sensitize the staff and faculties towards the Inclusive students so that differentiated teaching can be implemented. The school shall provide suitable arrangements for teaching and assessment as per the students' requirements.
- It is also important for the school to collaborate with the parents and have essential agreements for the extent and scope of support. Parents collaborate as a team to support the learners and be in a mutual agreement about essential agreements for extent and scope of support.
- Careful consideration shall be taken by the school in collaboration with the parents when choosing the subjects for the learner requiring Inclusive arrangement.
- The access arrangement (for both teaching and assessment) required by the learner shall be decided well in advance with the coordinator collaborating with the teachers.
- The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored.
- The candidate shall be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate shall practice with the person acting in this capacity in advance for preparedness of the exam.
- The school shall be responsible for ensuring that all equipment is authorized for a candidate with arrangements, assessment access requirements, functions correctly and that there is a member of staff who is familiar with its assessment function which is required during the assessment.
- All the inclusive access arrangements shall be submitted by the coordinator in accordance with the stakeholders after obtaining the required documentation from the parents.

SPECIAL EDUCATIONAL NEEDS TEACHER and COUNSELOR

- Classroom support for learners with diverse education needs in academic lessons and to make curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support.
- Additional support outside of the classroom like pull out services are provided to meet academic, social or behavioral needs.
- Individuals with the following difficulty are recognized by the Inclusive Policy:
- Specific learning difficulties (such as dyslexia, dyscalculia, dysgraphia)
- Emotional & behavioral difficulties
- Neurological conditions (autism spectrum disorder) Mental health conditions such as attention deficit hyperactivity disorder, eating disorders & anxiety, lack of concentration, difficulties in comprehensions.

TEACHERS

- Teachers identify the learning challenges faced by the students and discuss the concerns with the other stakeholders.
- To keep the complete check on the child's development and to ensure the child's wellbeing.
- To keep the coordinators & parents updated with the progress of the child.

PARENTS/GUARDIANS

- Parents are expected to be transparent about the diverse needs of their child to ensure the wellbeing of the child.
- Parents have to provide relevant documents including current progress report i.e. last 3 to 6 months of therapies and medical reports of the child to the school at the time of admission or whenever required.
- Regular contact with updates about the challenges faced by child could be done on one-to-one basis with the HRT / SEN Teacher/Academic coordinator.

NOTE: The learner can be referred outside for assessments or medical assistance like testing which is conducted by the certified professionals if the facilitator observes in school that they are facing any of the above difficulties. The decision shall be taken after taking all stakeholders into consideration.

INCLUSION FOR 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.
- One to one lesson with the SEN facilitator is provided.
- Providing “Optimal Learning Environment” with a positive school ecosystem.
- The diverse needs of each learner are addressed with attention to equity and continuous academic, social, and emotional growth.

INCLUSION FOR CAMBRIDGE INTERNATIONAL

Learners with diverse 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 can be provided as per the Cambridge guidelines:-

- 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 word processor for exams
- Prompter
- Practical assistant

ACCESS AND INCLUSION 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 paper.
- 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 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 functions) 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.

NOTE-

- The diverse learner files will be accessible by the Special Educational Needs Teacher, Counselor, Coordinator, Vice Principal (VP) and Head of School (HOS).
- An individual file will be prepared for every diverse learner including all the required and essential documents. The files will be held and managed by Administrative Department.
- Any discussion or meeting done with the parents and other stakeholders needs to be documented noted in the minutes of the meeting and signed by the parents for their consent.

PLAN FOR IMPLEMENTATION AND REVIEW

The Head of School and Pedagogical Leadership Team accept the responsibility for ensuring the inclusion policy is put into practice. Teachers and programme coordinators will communicate inclusion policy to all stakeholders and the same will be published on school website. AGS Inclusion Policy will be reviewed every two years or earlier as needed by the pedagogical leadership team.

References Used: •

- Candidates with assessment access requirements – IB publication
- Approaches to teaching and learning – IBDP publication.
- Cambridge Handbook 2024.
- THE RIGHT of CHILDREN to FREE and COMPULSORY EDUCATION ACT, 2009 Clarification on Provisions. 2009, www.education.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf.
- India Code. THE RIGHTS of PERSONS with DISABILITIES ACT, 2016. 2016.

Reviewed by:

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