



INCLUSION POLICY

2022-2023

Guidelines for members of the Primary, Middle and Diploma Programme school community

EGS, Karambur Village, Near Maraimalai Nagar, Chengalpattu Taluk, Kanchipuram District, 603209

OUR VISION

EGS is committed to offer value-based education, which will reinforce real-world skills, social and environmental responsibilities in the younger generation, enabling them to be future-ready.

THE INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

The International Baccalaureate Organization 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 IBO 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.

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This document has been prepared by the IB Programme Coordinators and a team of teachers handling Primary, the Middle Years and Diploma Programme.

Year of intended review: 2024-25

Note:

- New staffs will be provided this document during the orientation program.
- Copies of this document will always be available in the Resource Centre

Inclusion Philosophy

We, at EGS believe in providing, to all students, equal opportunities to participate and engage in quality learning irrespective of their diverse backgrounds, age, social status, economic status, language, gender, race, ethnicity, sexuality, learning skills, interests, strengths, and challenges. We accept all students as they are and celebrate and embrace their diversity. We recognize that it is essential that every student experience success as a key component of learning, which is essential for building their self-esteem. We make honest efforts to remove barriers of learning and create optimal learning environment for all students.

[Objectives of Inclusion policy document](#)

The objective of inclusion policy is to help the school community structuring, developing and implementing practices of inclusive education. It describes the role of all members of the school community in identifying and providing appropriate learning support to cater to learner variability of all students. Among this group of young people will be students with special educational needs who may require support or encouragement in order to gain access to and participate in a broad, balanced curriculum.

This policy sets out our commitment to ensuring that students with special educational needs gain the necessary knowledge, skills and attributes to achieve to their highest level of learning and participate successfully in our society.

Through the provision of inclusive, challenging and supportive care and education practices, students with special needs will participate in learning that enriches their life and maximizes their achievements.

This will be achieved through socially inclusive policies, quality teaching practices, appropriate support provisions and flexible organizational arrangements that respect, respond to and value diversity in our education communities.

The policy outlines the responsibilities of all school personnel to provide an appropriate curriculum and to ensure an effective delivery of services and support to students with special needs. The policy is aligned to, and reinforces, the IB support documents Meeting student learning diversity in the classroom (2013).

This policy statement provides a framework for the delivery of teaching and learning practices, and the provision of services and support, to ensure that all students with special needs can enjoy the benefits of education in a supportive environment that values diversity, inclusion and participation. The placement, planning, evaluation and reporting procedures will follow the "Student Support Team (SST) – Process" already adopted by the school. The Learning Support Teachers will be responsible for reporting on the progress of each student to the SST on a regular basis.

As an IB school, we adhere to the IB standards and Practices:

The following standards and practices require schools to demonstrate their support for learning diversity.

A9. The school supports access for students to the IB programme(s) and philosophy.

B1:5. The school develops and implements policies and procedures that support the programmes. B2:8. The school provides support for its students with learning needs and support for their teachers.

C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

C3:6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

The school has developed and implements an inclusion policy that is consistent with IB expectations.

Inclusion at EGS

EGS promotes an inclusive education system in which students with special educational needs are fully participating members of the community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Placement

The Head Of School will offer to consult with the parent(s) of a child who has special educational needs regarding the student's placement into an educational program in conjunction with counsellors, special educational needs support staff, and teachers. She/he makes a decision if the school has the capacity/resources to provide complete support needed by the child. Since EGS is a small private school with limited resources, it may not have the resources to support all kinds of special educational needs of the children. If the Head Of School and the admission team feels that the school has the provision to provide support to the student, then the student will be admitted to the school and integrated into the mainstream classroom at their appropriate year level. However, this does not preclude the appropriate use of resource rooms.

Planning and instruction

The school will ensure that an Individual Learning Plan (ILP) is designed to meet the student's needs with parental consent.

The ILP identifies the student's individual needs, pathway, goals and priorities for learning and is designed by the school psychologist in collaboration with the special educational needs teacher(s), parents, relevant professionals and the student, where appropriate, to develop the planning, delivery and evaluation of the student's personalized learning program. ILP's require the consent and cooperation of the parent(s).

All variations of the curriculum will need to be documented in the student's counselling file.

The Head Of School will ensure that the ILP is reviewed at least once each per semester and that any significant information or curriculum adjustments are recorded on the counselling file.

Students utilizing Support Services will be assessed against the same criteria as students not utilizing Support Services, according to the IB PYP and MYP assessment guidelines. However, modifications and modified task clarifications are provided for the students utilizing Support Services, such as adjustments to time span for the assessment, use of scaffolding materials, and manner of assessment delivery, for example, hearing the instructions for an assessment versus reading instructions.

The Head Of School will offer the parent of the student the opportunity to be consulted about the student's educational program, when requested to do so.

Evaluation and reporting

Standards for all students, including students with special educational needs, are developed with high but appropriate expectations for student achievement. Students with special educational needs are expected to achieve some, most, all or above school curriculum outcomes with support and/or encouragement.

The progress report(s) of a student who cannot meet the expected learning outcomes set out in the curriculum for the course or subject and year level must contain written comments describing:

- what the student is able to do
- the areas in which the student requires further attention or development
- the ways the student will be supported in his or her learning.

The written comments must contain a statement about the progress of the student in relation to the goals in his or her ILP. Where appropriate, written comments should describe ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and year

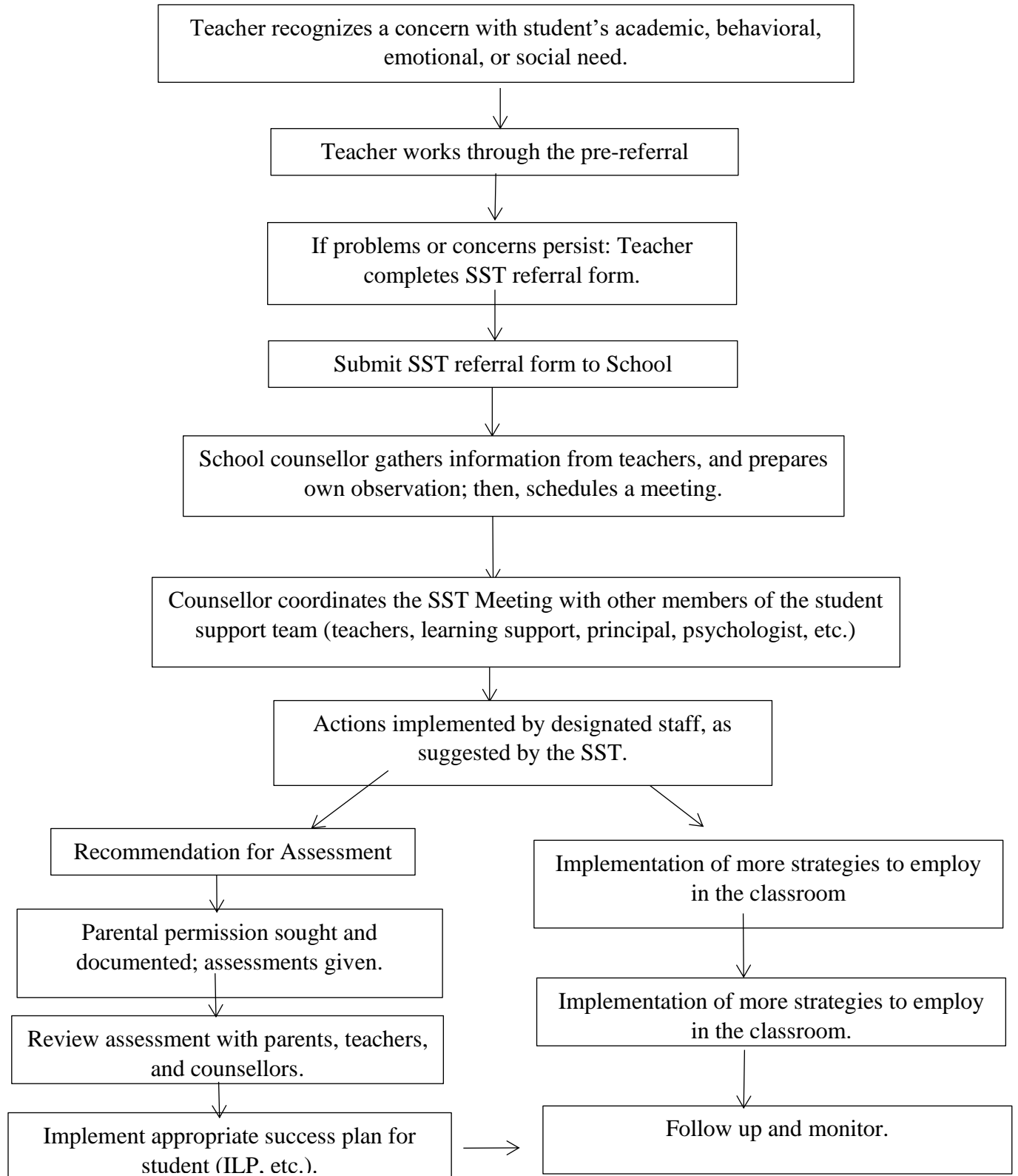
level, and should describe the time period required to enable the student to demonstrate such learning.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

The School Report Card will contain information about modifications and accommodations for students with special learning needs. However, transcripts will show IB specific grades only for all students regardless of whether or not they receive Support Services.

Identification

All practices and procedures will follow the school's Student Support Team – Process:



References and Bibliography:

1. General Regulations: Middle Years Programme, 2016.
2. General Regulations: Primary Years Programme.", 2014.
3. General Regulations: Diploma Programme, 2014.
4. Programme Standards And Practices, 2014.
5. Learning diversity and inclusion in IB programmes, Jan 2016.
6. Meeting student learning diversity in the classroom (2013).