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Inclusion Policy

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School Mission Statement

DRS International School (Vision-Mission) is committed:

- To provide our student community the finest quality, holistic education that meets global qualitative standards in learning and teaching in, across and beyond disciplines in the sciences, commerce, and arts.
- To inspire in children the love of learning and the joy of discovery; thereby empowering them to innovate and become life-long learners.
- To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs, and cultures of people across the world and in so doing develop international mindedness.
- To empower our learning community to collaborate and strive in translating their learning into effective action, thereby promoting progressive thinking and global harmony.

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.

CBSE Mission Statement

- Promote interconnectedness among stakeholders to support the school systems for ongoing research and development to improve achievement of student learning outcomes.
- Inspire schools to review and reflect on their curricular practices and achievement of student learning outcomes.
- Promote student centric non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners as envisaged in NEP 2020.
- Stimulate schools to reflect, review, assess and create their institutions as learning organizations that are continuously growing and evolving on their developmental continuum.
- Foster the culture of openness, transparency and objectivity in self-assessment, peer review and external assessment.
- Empower schools to be continually involved in systematic self-assessment which has an explicit purpose of improving the quality of student experiences and their standards of attainment.

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Inclusion Policy Statement

Diversity, equity, and inclusion are at the heart of our mission at DRS International School. We are committed to continuous learning and action to ensure every member of our school community feels seen, heard, and valued. From our curriculum to extracurricular activities, we prioritize representation and inclusivity. We actively engage in professional development, student-led initiatives, and community partnerships to uphold these values in meaningful and measurable ways.

Philosophy

As an international school whose ethos embraces diversity in all aspects, and as one that strives to empower its learning community by nurturing the uniqueness of each of its members, DRS International School is deeply committed to inclusivity. With collaboration, and the appreciation of diversity being the cornerstone of the school culture, the school is dedicated to removing barriers to learning, and endeavors to create and promote opportunities for exploration and engagement for all students that meet their needs. The school recognizes that there exists learner variability in terms of needs and abilities, and believes in providing a safe, welcoming, and nurturing learning environment for all its students. The school subscribes to the principles of UDL (Universal Design for Learning) and strives to apply these to instructional goals, methods, materials, and assessments for students with diverse needs to support and empower them.

Purpose

- To confirm that DRS International School recognizes that students may benefit from adaptations to general teaching approaches
- To ensure that supporting differently abled students' should align with the following aspect of the school's mission statement "To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs and cultures of people across the world and in so doing develop international mindedness"
- To develop an understanding of the range and limitations of the differently abled provision at DRS International School

- To create an environment that meets each differently abled child's needs within the limitations of our resources.
- To make the expectations clear to all constituents in the process of providing support for inclusion. To strive to ensure that the school remains committed to the ongoing implementation of this policy and endeavors to support students' diverse needs given any constraints or challenges in terms of the resources it may face.

- **It is accepted that all students:**

- Have different educational and behavioral needs and aspirations
- Require different strategies for learning
- Acquire, assimilate, and communicate information at different rates
- Need a range of different teaching approaches and experiences
- Have the ability to become active, compassionate lifelong learners, who understand that other people with their differences can also be right
- Have the right to access the school's inclusion provisions

Connection with Learner Profile Attributes

- Open-minded: Supports the creation of inclusive environments where every individual feels seen, valued, and respected.
- Caring: Encourages empathy and compassion, vital for supporting peers with diverse needs.
- Principled: Inspires fairness and respect, ensuring equitable treatment of all individuals.
- Communicators: Values multilingualism and diverse modes of expression, which are critical in inclusive practices.

Connection with IB Standards and Practices

- Student support (0202)
- Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)
- Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)
- Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)
- Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)
- Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)
- Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)
- Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)
- Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: 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)

Culture: Creating positive school cultures

Culture 2.3: 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)

Students as lifelong learners (0402)

Lifelong learners 1.1: The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)

Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Terminology Paradigm Shift: From Special Educational Needs to Learning Support Requirements In the publication *Learning Diversity in the International Baccalaureate programs* (2010), 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." IB Programme standards and practices document the practices required by schools to demonstrate their support for learning diversity.

The IB expects that schools will be in different places along their inclusion journey. The guide has been designed to support this journey and the associated ongoing process of:

- increasing access and engagement
- removing barriers to learning

Taking into account the learner profile and its importance in empowering students and the new IB Programme standards and practices, the guide is specific to IB World Schools. It is designed to facilitate inclusive school development by increasing awareness and knowledge of inclusive education and provoking discussion through reflection and inquiry. The statements and review questions, taken together, provide a self-review process that IB World Schools and staff can use to explore, inquire, reflect, define, and plan for inclusion in their specific context.

"IB 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.' (IB mission statement 2004). Difference and diversity are central in IB World Schools where all students enrolled in IB programmes should receive meaningful and equitable access to the curriculum. Enhancing the motivation to learn from multiple perspectives, through collaborative teaching approaches, can lead to positive outcomes for all students.

These outcomes include improved academic and social skills, increased self-esteem, and more positive relationships with others in the community. Teachers are also rewarded professionally and personally as they develop an enhanced sense of community within each classroom.

The school will comply with applicable, legal and statutory laws within its jurisdiction.

The IB's principles of teaching for Learning Diversity

1.14 "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning diversity and inclusion in IB programmes, 2016)

The four principles of good practice in the IB learning cycle.



School Admissions and Inclusive Education

- At the time of student admission, it is the responsibility of the family to make full disclosure of any inclusion needs. Any relevant documentation must be provided, including any testing that has been done. Any failure on behalf of families to disclose information could result in inadequate support
- As part of the process the school acknowledges the range of issues to be taken into account in the process of development
- The application process includes a skills test of language and mathematics, in addition to a meeting with the admissions department. Sometimes the Coordinator and Head of School are included to discuss the school's programmes and the family's goals in applying to DRS International School. An enrollment decision is made based on the data available.
- DRS International School has an inclusion department or faculty working exclusively on inclusion. Admissions are however limited to students whose identified needs and goals can be successfully met by the school.

The extent of Learning support needs at DRS International School

- Basic, Specific and Multiple Learning difficulties, excluding cases requiring medical intervention, while also addressing mild autism spectrum disorders, ADHD and others with minimal developmental delays. Emphasis is placed on providing early interventions, including Applied Behavior Analysis (ABA), to support effective coping strategies within Individualized Education Programs (IEPs).
- Testing and Diagnosis
- The school does not diagnose or test students, however, the school recommends the eligible centers recognized and approved by the Rehabilitation Council of India.(RCI)

Identification of Inclusion Needs for current students

- Occasionally inclusion needs may only be identified after a child is admitted to the school, most likely by the student's classroom teachers
- Teachers are required to be aware of the likelihood of there being differently abled students.
- Attention is drawn to the procedures below which the teacher should follow after any identification of any inclusion need. This is especially crucial for teachers who are working with younger students.

Structuring support for differently abled students

- Student Concerns meetings will be scheduled several times throughout the year for each year group and will be chaired by the Head of the school along with the respective coordinator.
- In attendance at the Student Concerns meetings will be the counselor, Coordinator, and teachers of that year's group
- The school appoints qualified and experienced staff for the Inclusion Department
- The Inclusion Department consists of the coordinator, counselor, Special education teacher, Resource teachers and Head of School. The classroom teacher/s or subject teacher/s will bring their observations with anecdotal evidence to the Inclusion Department meeting
- At the meeting, strategies will be discussed and implemented in the classroom, after a common understanding is established amongst the student's teachers
- The parents will be informed at this time by the coordinator of the school's observations asked for their input and given guidance on home support
- Parents will be strongly encouraged to share the results of this diagnosis with the school to help the school modify the learning environment appropriately for that student
- With all the information available, an Individualized Education Program (IEP) will be developed for that student that is achievable within the resources available. This may include extended deadlines, seating preference, accessibility, providing reasonable accommodations and modifications, assistance with organization, access to technology, and work with the SEN, Learning support team, Parents & counsellor
- The IEP will be reviewed at the beginning of each semester with the student's teachers and the Inclusion Department
- A decision will be made by the Inclusion Department on whether the student will continue with the IEP
- Records, testing, minutes, and details of any student IEP will be maintained with the Special Educator along with the team

Partnership with Parents

- We aim to promote a culture of cooperation with parents, schools, and others. We will do this by ensuring all parents are made aware of the school's arrangements for Inclusion, as described above and including:
- Involving parents as soon as a concern has been raised
- Providing access to the Inclusion Department
- Supporting parents' understanding and access to external agency advice and support

Evaluating Success

- The success of the school's Inclusion policy and provision is evaluated through:
- Continuous review of the effectiveness of the various intervention programs between the teachers, Special educator, Parents, head of the school, and counselor
- Analysis of student tracking data and test results with the help of IEP Goals based on their strengths, weaknesses & struggles in the mainstream setting
- For individual pupils: looking at both academic and non-academic achievement levels
- For cohorts: inclusion and awareness by others in the community
- School self-evaluation, using a variety of approaches
- Faculty Meeting discussion: at least once per semester

Inclusion

- Generally, all plans to support a special educational need will be dealt with in the classroom environment.
- Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
- At DRS International School students are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- Wherever possible, students are not withdrawn from the classroom situation; however, we recognize that there are times when, to maximize learning, children need to work in small groups or in one situation outside of the classroom to close significant achievement gaps.
- This needs to be a whole school approach.
- The school shall abide by the IB Access and Inclusion Policy to support student access needs in the IB Diploma Programme Examinations when required.

Differentiation:

Differentiation - It is a process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue, and achieve appropriate personal learning goals. There is, therefore, an important link between differentiation and thoughtful and adaptive planning. There is also an important link with the idea that every teacher is a language teacher, as teachers also need to consider each student's language profile when considering pedagogical approaches to meeting individual learning needs.

Differentiated Instruction

- At the heart of the provision of an inclusive environment that celebrates diversity is differentiated learning
- Differentiated instruction is the practice of modifying and adapting instruction, materials, content, student projects and products, and assessment to meet the learning needs of individual students to ensure both academic growth and success in their community and world
- Differentiation could include resources both inside and outside of the classroom based on the learning and emotional needs of a student. The Special Educational Needs (SEN) team and Psychologist will maintain a list of generic resources to be shared for use during the implementation of this IEP
- Professional development of teachers on differentiation must be prioritized
- Provision of a central place such as a Dropbox folder should be made to enable the sharing of suitable resources. Depending on the nature of the resources, issues of confidentiality could need to be addressed here.

The Nature of Inclusion at DRS International School

We follow four basic principles of good instructional practice that promote equal access to the curriculum for all learners across the continuum. These practices are particularly relevant to those with special needs.

Affirming identity and building self-esteem are crucial elements of instructional practices. Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem.

Prior Knowledge

When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge are taken into consideration.

Scaffolding:

Scaffolding is a dynamic practice in the learning process. It is a temporary strategy that enables learners to accomplish a task that would otherwise be too difficult to accomplish.

Differentiation:

Our inclusive policy embraces differentiated instruction to ensure equitable learning opportunities for all students, recognizing their diverse strengths, needs, and learning styles. The core elements of differentiation — content, process, product, and learning environment — guide our teaching approach. Content is tailored to students' readiness levels and interests, while process and instructional methods are adapted to accommodate varying learning styles and paces. Students are provided flexible options for demonstrating understanding through diverse assessments, ensuring all learners can showcase their strengths. The learning environment is designed to be physically and emotionally supportive, fostering a sense of safety, respect, and inclusion. Together, these strategies create an engaging and accessible educational experience that enables every student to thrive.

Arrangements at School

- Modification in the presentation of the examination
Access to change in font/ enlarged print/ coloured paper for candidates with visual challenges and other processing issues for which they require this arrangement.
- Additional time:
Additional time for IB assessments and school-based assessments will be provided based on the eligibility criteria, linked to the degree of the access requirement.
- Access to writing:
Candidates who have difficulties in writing due to specific learning challenges, visual challenges, or fine motor challenges will be provided with the facilities of the scribe.

Documentations Required:

- Diagnostic Assessment report
- Teacher(s) observations
- Special Educator observation
- Sample of work
- Evidence of access in previous school/year groups/grades educational evidence Accommodations will be provided as per the guidelines.

Counselling services and Behaviour Interventions

The Behavior Intervention Plan focuses on supporting students' emotional and behavioral needs through a structured approach that involves clear expectations and consistent consequences. When a student displays challenging behavior, a gentle reminder and a few minute reflection period (Stage 1) are used to encourage self-regulation. If the behavior repeats (Stage 2), a second reflection period, counseling, and a Parent-Teacher Meeting (PTM) are implemented to discuss further support. For persistent or harmful behavior (Stage 3), the student may be sent home, and external support options, such as therapy, may be recommended. This approach ensures that each day is treated as a new opportunity for growth, with no carryover from previous incidents, promoting inclusion through emotional support, guidance, and collaboration with parents.

Interschool progression

- After International Kindergarten, Grade 2, Grade 5, Grade 8, and Grade 10 the effectiveness of a student's individualized education program and the school's ability to meet the needs of that student will be assessed
- The evaluation will involve assessments of class work, the student's involvement in the school program, input from teachers, and meeting with parents
- If a student has been on an individualized program throughout one of these periods it will be expected that he or she will be able to progress to the next level of the school; however, students can only progress through the school if in the judgment of the Inclusion Department the student can gain value from being in the school and the school can appropriately meet the student's needs
- The final decision concerning progression to the next level of school is made by the Head of School.

Link with Admission Policy

DRS International School believes in supporting learning across various programmes and has a common admission procedure wherein a child is asked to register and take an Entrance Examination in certain areas. Logical Reasoning and Aptitude of the child is also checked. The student is required to submit the documents and a short interview is also conducted to check the communication skills and leadership skills of the child. If during the admission we have a child with Exceptional needs DRS International School welcomes them with full warmth and love. After the admission, a short meeting is called along with the adult present with the child at that time to understand the child better. The meeting is always chaired by the Principal along with Attendees. The Attendees may include the Coordinator and special educator. After the meeting, an Individual Plan to support the learning is prepared according to the child's needs. The teaching staff is also made responsible for the same to help achieve the student objective. The way they will be achieved, the staff that will be responsible, and the time frame for evaluation and review

Link with Academic Integrity Policy

DRS International School believes in creating a conducive and understanding environment for everyone and it is highlighted in our Mission Statement. DRS International School believes that students with exceptional needs have high self actualization needs and will strive to meet them if they receive care with warmth and resilience. DRS International School ensures that students with exceptional needs have full access to the curriculum and that their needs are met across the board. DRS International School also encourages students to take an active role in their learning, and students with special needs, with the assistance of Facilitators, take ownership of their learning. These children are taught to be optimistic and to overcome adversity by using ethical approaches.

Link with Assessment Policy

The school's assessment policy is in line with IB requirements. DRS International School believes that every student has the right to attend school in a positive learning environment where they can meet their self-esteem needs. Our Assessment Policy is consistent with our Inclusion Policy because no one wants to be excluded and every human being has social needs. Being excluded from a social group can cause feelings of anxiety, doubt, loneliness, humiliation, and so on, so the DRS International School Assessment Policy is also prepared with exceptional students in mind. The school ensures that these students can meet the academic requirements of the curriculum but require additional assistance. DRS International School encourages students to participate and take responsibility. Teachers design question papers with the different needs of each student in mind, and many hands-on assignments are assigned. Differentiated learning is promoted for students to make the teaching-learning process more active.

Link with Language Policy

According to the admission form, students are expected to take an English language test followed by an interview. The test results allow us to assess the literacy levels of the new students to communicate with and make appropriate arrangements, as needed, in consultation with the language teachers. In addition, inclusive access arrangements (as permitted by the IB) will be made for IBDP and school assessments. In addition, at the time of admission, parents are asked to provide sufficient evidence of any assessed learning and physical difficulties/disorders for the school to make appropriate inclusion access arrangements (as permitted by IB).

Process Of Review

The policy is reviewed annually and collectively by the Head of School, coordinators, and Heads of Departments, however, it can be reviewed in the wake of an unforeseen development, if the need arises. The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy. Any new procedures, measures, or technical requirements are introduced/ included.

Bibliography:

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