



INCLUSION POLICY

JV Vision Statement

To create the leaders of tomorrow who are physically, psychologically, intellectually, and ethically strong, to overcome all challenges with ease in every sphere of life.

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.

IB Learner Profile Integration:

Students at Jain Vidyalaya School are encouraged to embody the IB Learner Profile attributes, including being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

The IB approaches equity and inclusive education in two main ways:

- Inclusive principles in the design of IB programmes.
- Inclusive education practices in IB Schools.

Briefing:

We are moving away from thinking of children as 'special' and moving towards thinking of the school as 'inclusive'. The school's Inclusive philosophy is its commitment to children from diverse backgrounds and of varied abilities, needs and interests.

The School believes:

- That every child is unique and every child can learn.
- In providing a learner-centric curriculum catering to multiple intelligences, learning styles, individual needs and ability levels.
- In equipping our students to communicate their knowledge, skills and understanding through creative and diverse means, the multicultural diversity of our stakeholders is an asset.
- In evolving a principle-centred and ethical perspective to develop a living culture of tolerance, appreciation, passion, empathy and respect towards all.

Aims and Objectives:

- To find ways to overcome barriers to learning
- To encourage each child to fulfil his or her potential.
- To ensure each child feels happy, safe and successful at school.
- To provide every child with a broad, balanced and relevant curriculum.
- To meet the special educational needs of each child.
- To take all reasonable steps to include all children in all aspects of school life at all times.
- To seek and take into account the views of each child.
- To involve and inform the parents and to recognize their vital role in supporting their child's education.

JV aims to provide continuous, consistent learning support that equips all students with essential skills, targeted support, and practical methods, enabling a smooth transition into the real world.

When designing and developing the curriculum, the school aims to meet the principles of equity and inclusive education through:

It is possible that students may gain admission from various other boards whose pedagogy and assessment patterns may be quite different from that of the IB. The school will conduct a bridge course at the beginning of the year so that all learners get to achieve a basic minimum proficiency.

Designing and developing a universally designed curriculum that is inclusive, fair and accessible for all IB learners. Ensuring representation across cultures, nationalities, identities and experiences.

Encouraging to think critically and holistically about a subject with an awareness of their biases. This can help reduce or remove cultural bias, and expose learners to multiple co-existing narratives and ways of knowing.

Making reasonable adaptations to ensure accommodating, assessing and instructing children with diverse needs. Ensuring that pupils have equal opportunity, full participation and protection of their rights. Ensuring that parents can play their part in supporting their ward's education.

Investing time, resources and processes in making any and every class accessible and differentiated for learners of all abilities, including the exceptional ones.

Principles of Inclusion Embedded in Admission Policy:

The school is committed to fair practices for admissions for all applicants and prohibits discrimination based on region, religion, community, and language or socio-ethnic background.

The school has a managed number of places for students with mild to moderate learning disabilities or special educational needs.

Inclusion practices in approaches to teaching and learning in the regular classroom:

Teachers are uniquely positioned to engage with the growth and development of children. Over a period of time, teachers can observe a child in different situations,

such as the classroom, playground and interaction with peer groups. Any child not developing typically (as per typical prevalent norms) is identified by the teachers and can be referred for further diagnosis to the personal counsellor available at school. Additionally, the teachers serve as reliable contact points with parents for eliciting relevant information.

If some children in the class seem to display a lack of interest, low attention, appear distracted, not participate in learning activities like other children, seem to be sleepy and fatigued, or exhibit challenging behaviours, these can all be due to either environmental or disability conditions.

Lessons are planned to cater to the diversity of learners, taking into account their learning styles and multiple intelligences.

Diverse tasks are given, varying amounts of support, modifying the learning objectives, breaking down instructions into step-by-step procedures, etc.

Every teacher plans her or his lessons keeping in mind the needs and abilities of each and every learner in the classroom.

If any student requires special seating arrangements, or tools or devices needed for full comprehension, such as hearing aids, eyeglasses, special pillows, a tablet or e-dictionary, the arrangements are made with parental support.

Teachers use varying grouping practices so that every child in the classroom gets the benefit of working with a diverse range of students with different talents and abilities.

Inclusive access arrangement for assessments:

JV supports the IB belief that all candidates must be permitted to sit for examinations under circumstances that are as impartial as feasible.

1. By identifying and removing barriers, inclusion aims to increase access to and engagement in learning for all students.
2. Some candidates may be at a disadvantage because they are unable to demonstrate their degree of achievement under the standard assessment procedures and evaluation circumstances. Any fair modification for a certain candidate that addresses his or her special requirements will be considered.
3. Individuals with special requirements for learning are candidates for inclusive assessment systems, including:
 - Learners with a learning disability or specific learning disability.
 - Learners with mild ADD/ADHD/other mild difficulties and Suicidal tendencies.
 - Sensory challenges such as hearing impairment, and visual impairment.
 - Communication disorders such as speech impairment and oral language disorders.
 - ASD (autism spectrum disorder).
 - Other behavioural and medical conditions.

4. In case of which necessary access arrangements can be made:

- When obtaining access arrangement clearance six months prior to the written exam for that session, supporting documentation in the form of a report from an educational psychologist, a medical report, or results of standard testing is submitted to IBIS online.
- To establish the "history of need" and "the proof of the need for access," teacher observations, samples of student's work, and evidence from previous schools, year groups, and grades are also helpful.

Identifying Students Who Require Additional Learning Support

1. Introduction to Learning Support

The aim is to ensure all students, including those facing learning challenges, have access to the curriculum and opportunities to succeed. This process applies to students with disabilities, learning difficulties, or any barriers to learning.

2. Identifying and Referring Students

- **Process:**
 - Challenges are recognized through:
 - Observations made by teachers during classes.
 - Results from assessments or standardized tests.
 - Input from parents or reports provided by external specialists (e.g., medical or psychological).
 - Referrals are made by teachers or parents to the Learning Support Coordinator or Inclusion Team.
- **Timing:**
 - During admissions, use existing records or reports.
 - Anytime during the academic year when difficulties are identified.
- **Key Contact:**
 - Initially, the class teacher or subject teacher.
 - Followed by the Learning Support Coordinator for detailed evaluation.

3. Developing and Delivering Support Plans

- **Approach:**
 - A personalized plan, such as an Individualized Education Plan (IEP) or Student Support Plan (SSP), is created to address the student's needs.
 - Collaboration includes input from teachers, learning support staff, parents, and academic counsellor / personal counsellor (if necessary).
 - Strategies include classroom adjustments, specific learning tools, modified assignments, or extended test times.
- **Timeline:**
 - Within 2-4 weeks of identifying the need, a plan is designed and implemented immediately upon finalization.
- **Primary Contact:**
 - The Learning Support Coordinator leads planning.
 - Class teachers oversee day-to-day execution.

4. Types of Support

- **Classroom Strategies:**
 - Teachers adapt lesson delivery and provide accommodations like seating arrangements or assistive devices.
- **Specialized Interventions:**
 - Students may receive one-on-one or small-group assistance outside the classroom.
- **Assessment Adjustments:**
 - These might include additional time, scheduled breaks, or using assistive tools.
- **Family Involvement:**
 - Parents are guided on how to support learning at home and are updated on the student's progress.

5. Monitoring Progress

- **Method:**
 - Progress is reviewed using teacher feedback, regular assessments, and reports linked to the support plan's objectives.
- **Frequency:**
 - Continuous monitoring is conducted weekly or bi-weekly.
 - Formal evaluations occur quarterly or earlier if needed.
- **Contact Point:**
 - The Learning Support Coordinator ensures consistent tracking and communication.

6. Addressing Persistent Challenges

- **Action:**
 - When school-based efforts are insufficient, parents will be informed to seek external specialists who may be consulted for further evaluation or therapies.
- **Timing:**
 - Escalation occurs when progress is limited despite ongoing interventions.
- **Main Contact:**
 - The Learning Support Coordinator organizes referrals and external communication.

7. Defining Roles and Responsibilities

- **Students:** Actively engage with support strategies and share their challenges.
- **Parents/Guardians:** Work with the school to develop and review support plans.
- **Subject Teachers:** Identify learning needs early and adjust teaching practices to accommodate them.
- **Learning Support Coordinator:** Serves as the central figure, coordinating all interventions and communication.
- **School Leadership:** Ensure resources are available and staff are equipped with inclusive teaching strategies.

8. Training for Staff

- **Details:**
 - Teachers receive training in recognizing learning needs, adapting lessons, and applying inclusive methods.
- **Schedule:**
 - Professional development occurs through workshops held twice a year and ongoing mentorship sessions.
- **Organizing Team:**
 - The school administration facilitates these training initiatives.

The Learning support coordinator will be the class teacher.

Roles and responsibilities of the School community:

Role of School

- To support the programme staff to meet the student's needs, to provide necessary infrastructural support and to provide an inclusive learning environment.
- To arrange support for assessments as deemed necessary as per IB guidelines.
- To maintain discretion and aid in the provision of inclusion services.
- To give faculty and staff the necessary training to successfully implement differentiated teaching and learning support requirements.
- To ensure progress development of the student and assess the need for any additional learning support.
- To provide support to teachers to be able to identify the signs of learning needs so that these can be dealt with by the counsellor.
- To liaise with parents if a learning need is identified- so that the school can support the student and parents.
- To support students with temporary disabilities, our support staff members will help students with physical challenges to navigate stairs.
- To arrange for a caregiver, teacher, or peer to assist the student in navigating stairs or moving between floors.
- To provide remote learning tools, such as video conferencing, so the student can attend classes from a ground-floor room or their home.
- To share lesson plans, resources, and recordings digitally to ensure continuous learning.
- To assign a staff member to assist the student during drills or actual emergencies.
- To regularly update parents or guardians on the measures being taken and involve them in developing a care plan that aligns with the student's recovery and needs.
- To provide a nearby designated first-aid room or resting area for immediate assistance, with regular check-ins by a school nurse or healthcare professional.
- A room on the ground floor will be allocated for students unable to climb stairs to ensure they can comfortably write their exams.

Role of Teacher:

- To identify, observe, and document students with challenges inside the classroom. The teacher is responsible for identifying needs, providing initial

support, and coordinating support services, to ensure the student receives the necessary accommodations.

- To encourage and sensitize all students to take an active role in helping other students who need learning support, whether they be friends or other students.
- Practice differentiation in the learning teaching in the classroom to provide support to the students who may require it.
- To prepare the instructional resources and materials that are in line with the objectives.
- To implement the assistance plans developed in collaboration with the Personnel counsellor and coordinators.

Role of School Counsellor:

- To develop good communication and rapport with students, parents, other educators, and the administration.
- To teach the school community to accept students for who they are.
- To focus more on students with social, emotional, and behavioural issues.
- To work with the teacher/educator in identifying students who should be evaluated to establish their eligibility for special education and/or learning support.
- To work in conjunction with other academic and community experts, such as teachers, school psychologists, occupational therapists, etc.
- To help learners with special challenges enhance healthy coping mechanisms and skills.
- To encourage and support the students to succeed and accomplish on a par with other students.
- To help students improve interpersonal relationships in addressing academic and non-academic needs.
- To help students with challenges boost their self-concept, satisfaction, behavioural adjustment, freedom from anxiety, and intellectuality.
- To provide parental counselling when necessary.

Counselling for Behaviour

In case of students needing behavioural counselling for any problems that arise in school, the following process is generally followed at Jain Vidyalaya.

- A teacher identifies the issue and communicates with the student through listening and respecting their point of view.
- The teacher provides social and emotional guidance to the student as required.
- To encourage and maintain positive behaviour and peer support, recommendations for class management techniques will be shared with students and teachers.
- The teacher then observes the child for any behaviour change or to see if the issue is still impacting the student's behaviour.
- The Counsellor and grade teacher work out an intervention and preventive action plan involving the school head and also if needed the learning support teacher or coordinator/other class teachers, and parents.
- The action plan includes appropriate consequences and is shared with the student.
- Following this, the concerned team observes the student inside and outside the class to track whether the action plan has had an impact on the student.

- The concerned team meets regularly to update all the relevant stakeholders (school head, parents, and other teachers involved).
- When needed, other students are involved to build sensitivity or support the student.
- Based on the need, the concerned team meets the parents to apprise them about the child's concerns to ensure that they are using similar preventive actions.
- If the goals outlined in the action plan are not achieved, discussed consequences are followed, and the concerns are escalated to the programme or school head for further handling as appropriate.

Behaviour Plan

In collaboration with the teachers and the parents, the following plan is put into practice, keeping in mind that every day is a new day. There is no carryover of incident counting from the previous day.

- First level - At the time of the incident, the student is given a gentle reminder of the class expectations. Students may be asked to sit out for 5 minutes to calm down and reflect on their choice of action.
- Second level- The student is told that this is the second incident and would need to sit out for 5 minutes and reflect. The student will be counselled in school and a PTM will be scheduled.
- Third level - If the challenging behaviour is repeated, the parent is asked to pick up the student from school, following a PTM to discuss the mentioned behaviour.
- In case the behaviour is causing physical harm to the student himself or to another in the environment, the third level would be directly imposed with suggestions for seeking external support as may be necessary. There will be no warning levels of one or two.

Parents' rights & responsibilities:

- If the child has any underlying health condition, it is required of the parent to intimate the same to the school in writing at the time of gaining admission.
- The school strives very hard to provide conducive learning experiences to all the children. The parents need to support their wards in achieving the learning outcomes.
- It is expected of the parents to be in communication with the school or the pedagogical team to have input about their child's academic progress.
- The school provides the student's access to a counsellor for assistance in managing their social and emotional health. If the counsellor recommends further treatment with any other expert, the parents are required to follow up on the same.

Special Arrangements for External Examinations

JV's Inclusion policy allows for certain arrangements that can be made for students who require special arrangements in external assessment situations. To arrange for special arrangements for the examinations, the student must have documentation of a formal educational-psych evaluation (or medical report) completed not more than three years from the examination date. The exception to this is for inclusive

access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session. Some flexibility will be allowed for the date of the medical report for candidates with permanent sensory and/or physical challenges.

In addition, applications for the special arrangements will be expected to be submitted to the IBO six months prior to an examination session, i.e. by 15 November for candidates registering for the May examinations session and by 15 May for candidates registering for the November examination session.

- **Separate room:** A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- **Appropriate/ preferential seating:** The coordinator may arrange for appropriate seating for a candidate to meet the needs of the individual.
- **Use of aids:** A candidate who normally uses an aid (coloured overlay or filter lenses, hearing aid, headphones, visual aid, etc) is allowed to use the aid in examinations.
- **Clarification of examination directions:** If a candidate has difficulties with reading or attention, examination directions may be clarified by the invigilator or designated reader.
- **Rest breaks:** A candidate may be permitted predetermined and supervised rest breaks if required to do so due to medical, physical, psychological or other conditions.
- **Prompter:** A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions, using nonverbal prompts.

Arrangements Requiring IBO Authorization

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.
- Access to electronic (PDF) examination.

Additional time:

Additional time for IB assessments will be authorized on the basis of 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, visual processing challenges, fine motor challenges, attention to other psychological and medical challenges may be provided the following accommodations based on evidence.

- Access to paper based or electronic graphic organizers can be used for planning
- Access to a Scribe to handwrite the dictated responses of the student
- Access to a word processor to type answers by the student
- Access to a word processor with spell checker
- Access to speech recognition software

Access to reading:

A reader may be provided to students who require support to read the text in the examinations based on identified learning, visual, attention or medical difficulties. The reader will read the examination to a candidate and read back the candidate's answers if required to do so.

- Access to reading software used with a word processor
- Access to examination (reading) pen

Access to calculators:

Access to a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) for candidates who have difficulties with mathematical fluency, in subjects requiring mathematical calculations.

Supporting Emotional Well-Being:

JV focuses on preparing students for future careers while fostering their personal and emotional well-being. To address the unique emotional needs of CP students, the school will implement targeted strategies that align with the programme's holistic approach.

Here are additional supports for students' emotional well-being:

1. Emphasize the IB Learner Profile

- Encourage attributes like being balanced, reflective, and caring to help students develop self-awareness and emotional intelligence.
- Integrate reflective practices that allow students to process their emotions and experiences in academic and professional contexts.

2. Mentorship Program

- Pair students with mentors, including teachers, professionals, or alumni, who can offer guidance and emotional support.
- Schedule regular one-on-one check-ins to discuss academic progress, career aspirations, and emotional challenges.

3. Career Guidance and Stress Management

- Provide workshops on career exploration to reduce uncertainty about the future, a common stressor for CP students.

- Teach stress management techniques, such as mindfulness, time management, and relaxation exercises, to balance academic and career-related demands.

4. Integrated Well-Being Modules in PPS

- Use the **Personal and Professional Skills (PPS)** course to include topics like resilience, emotional regulation, and building healthy relationships.
- Encourage students to reflect on their emotional well-being as part of the PPS portfolio, fostering ongoing self-awareness.

5. Peer Support Groups

- Create peer-led support groups where students can share experiences and coping strategies, particularly for work-based stress or internship challenges.
- Train peer leaders in active listening and mental health first aid.

6. Real-World Emotional Preparedness

- Provide sessions on handling workplace dynamics, such as managing conflict, giving and receiving feedback, and workplace ethics.
- Offer simulations and role-playing exercises to prepare students for emotional situations they might encounter in professional environments.

7. Collaboration with Employers and Workplaces

- Partner with internship providers to ensure a supportive environment for students during work placements.
- Provide employers with guidance on supporting CP students' emotional well-being during internships or job shadowing.

8. Regular Counseling Services

- Establish accessible school counselling services where students can discuss their emotional and career-related concerns.
- Offer drop-in hours for immediate emotional support during stressful periods, such as exams or project deadlines.

9. Flexible Learning Approaches

- Provide flexibility in deadlines and assessments for students facing emotional challenges to reduce stress.
- Incorporate career-related projects that align with students' interests and strengths, boosting confidence and engagement.

10. Global Context and Community Projects

- Encourage service-learning projects that connect students to global or local causes, promoting a sense of purpose and belonging.
- Support students in choosing projects that resonate with their values, helping them find meaning in their work.

11. Tailored Support Plans

- Develop individualized well-being plans for students showing signs of emotional distress, with input from teachers, counsellors, and parents.
- Monitor progress regularly and adjust strategies to meet evolving emotional needs.

12. Career-Focused Emotional Training

- Integrate emotional well-being into the Career-related Study (CRS) by addressing topics like handling rejection, networking anxiety, and maintaining work-life balance.
- Use real-world scenarios to teach students how to remain emotionally resilient in professional settings.

13. Parental Engagement

- Organize parent workshops to help families understand the unique challenges of the CP curriculum and support their child's emotional well-being.
- Encourage parents to collaborate with the school in fostering a balanced and supportive home environment.

14. Celebrating Success

- Recognize and celebrate milestones, not just academic achievements but also personal growth, internships, and community service contributions.
- Offer awards or certificates for resilience, teamwork, and perseverance.

15. Professional Development for Staff

- Train teachers and coordinators in mental health awareness, recognizing emotional distress, and supporting students empathetically.
- Provide resources for teachers to integrate emotional well-being practices into their subject teaching and mentoring roles.

16. Promoting Emotional Literacy

- Use reflective journals or discussions to help students articulate their emotions and thoughts.
- Teach frameworks like emotional intelligence (self-awareness, self-regulation, empathy) as part of both the PPS and CRS.

17. Addressing Work-Life Balance

- Help students manage the balance between school, career-related studies, and personal lives.
- Include sessions on prioritization and setting realistic goals to avoid burnout.

By embedding emotional well-being practices into the CP curriculum, JV prepares students not only for academic and career success but also for a fulfilling and balanced life.

Confidentiality:

JV treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

Access Inclusion:

Wherever it is required of the school to be proactive in providing access in the teaching-learning process or in the assessment, the school will take steps to do the same. Wherever it is required of the school to get authorization from IB for such special permission for access inclusion, the school will undertake steps to get such authorization.

The JV inclusion policy aims to remove barriers for the learners in achieving their learning outcomes and not to provide any special benefits or undue advantages to certain learners.

Members involved in framing the Inclusion policy:

- Pedagogical leadership team
- DP, CP & CRS faculties
- Librarian

Policy Review Cycle:

The Head of School, CP Coordinator and committee members review and monitor the Inclusive Education policy at the beginning of every academic year (Annual review cycle). The policy is widely available, well-known, frequently discussed and updated.

The names of the Committee members are publicly known, and any member of the school community can approach any member of the Inclusion Policy Committee with suggestions or complaints. The Inclusion Policy committee will listen to any suggestions or complaints respectfully, and respond to them in time.

Bibliography:

1. [IB - Access and Inclusion policy](#)
2. [Read the adverse circumstances policy \(PDF, 1.5 MB\)](#)
3. <https://www.ibo.org/en/school/052095>
4. <https://oliviamontessori.com/identifying-children-with-special-needs/>
5. [International Policies on Inclusion](#)
6. <https://doi.org/10.1093/acrefore/9780190264093.013.1190>

Jain Vidyalaya is a Candidate School* for the IBCP. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Jain Vidyalaya believes is important for our students.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*
