

Sancta Maria International School, Faridabad

Inclusion Policy



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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.

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.

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.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Vision

To unlock the potential of every learner for a better world.

Motto

In Omnia Excellentia-*Excellence in everything*

Values

FAIRNESS | INTEGRITY | RESPECT | EXCELLENCE | HAPPINESS | VALUE CREATION

Our Commitment

- We seek to understand the needs, interests, and motivations of each of our learners so that we can set them up for success in their unique journeys.
- We provide a safe and stimulating learning environment on campus and online where learning happens by design and not by chance.
- We foster a culture of growth mindset and lifelong learning where staff and students are allowed to ask questions, make mistakes and take risks.
- We respect differences and are mindful of our language while speaking about and with students.
- We take concrete measures to promote the physical, emotional, social, and mental well-being of our students and staff.
- We develop an enabling relationship with our parent community where constructive feedback is sought and used for improvement.
- We look after our environment and consume with care.
- We build meaningful partnerships with global organizations for a lasting positive impact.

International Baccalaureate 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.”

Inclusion - Its interpretation at Sancta Maria

Inclusion refers to the principle and practice of ensuring that all individuals, regardless of their differences or diverse backgrounds, are welcomed, respected, and valued within a particular setting, such as a school, workplace, or community. It is about creating an environment where every person feels a sense of belonging, is treated fairly, and has equal access to opportunities and resources.

Inclusion goes beyond mere tolerance or acceptance. It recognizes and embraces the unique characteristics, experiences, and perspectives that each individual brings. It is about appreciating and celebrating diversity, including differences in race, ethnicity, gender, sexual orientation, socioeconomic status, religion, language, abilities, and more.

In an inclusive environment, barriers to participation and learning are actively identified and addressed. This may involve adapting policies, practices, and physical spaces to ensure that everyone can fully participate and engage. Inclusion also promotes the idea that diversity is a strength, as it brings different ideas, talents, and perspectives together, fostering creativity, innovation, and mutual understanding.

Furthermore, inclusion involves recognizing and supporting individuals with diverse needs, such as those with learning differences. It ensures that appropriate accommodations and support systems are in place to enable their full participation and success.

Overall, inclusion is a fundamental human right and a moral imperative. It promotes fairness, equality, and social justice by challenging biases, stereotypes, and discrimination. It strives to create an environment where everyone feels respected, valued, and empowered to reach their full potential.

Purpose

The purpose of an inclusion policy in a school is to establish a clear framework and set of guidelines that promote an inclusive and supportive educational environment for all students. Here are some key purposes of having an inclusion policy:

1. **Equal Opportunities:** An inclusion policy ensures that all students, regardless of their backgrounds, abilities, or differences, have equal access to opportunities and resources within the school. It helps eliminate barriers and discrimination, ensuring that every student has a fair chance to learn, participate, and succeed.
2. **Safe and Supportive Environment:** The policy sets a standard for creating a safe, respectful, and supportive environment where all students feel accepted, valued, and protected from bullying, harassment, and discrimination. It promotes a positive school culture that fosters empathy, understanding, and inclusivity.
3. **Addressing Diverse Needs:** An inclusion policy recognizes and addresses the diverse needs of students, including those with different learning styles, or unique requirements. It outlines strategies and support systems to ensure that appropriate

accommodations, individualized education plans, or specialized services are in place to meet their specific needs.

4. Curriculum and Instructional Practices: The policy guides teachers in developing an inclusive curriculum and instructional practices that cater to the diverse backgrounds, experiences, and learning styles of students. It encourages the use of culturally responsive teaching methods, differentiation strategies, and varied instructional materials to engage and support all learners.
5. Collaboration and Partnerships: An inclusion policy emphasizes the importance of collaboration among teachers, parents, students, and external stakeholders. It encourages partnerships with support services, community organizations, and advocates for inclusion to provide comprehensive support for students and their families.
6. Professional Development: The policy promotes ongoing professional development opportunities for teachers and staff to enhance their knowledge and skills in promoting inclusion. It ensures that educators are equipped with the necessary tools and strategies to create an inclusive learning environment and provide appropriate support for all students.
7. Monitoring and Evaluation: An inclusion policy establishes mechanisms for monitoring and evaluating the effectiveness of inclusion efforts within the school. It allows for the identification of areas that need improvement, the assessment of progress made, and the implementation of necessary adjustments to ensure continuous improvement in fostering an inclusive educational environment.

By having an inclusion policy in place, schools can demonstrate their commitment to providing an equitable, supportive, and inclusive education for all students. It serves as a guiding document to shape practices, policies, and the overall culture of the school to promote diversity, respect, and equal opportunities for every individual.

What are the IB's principles of an inclusive education?

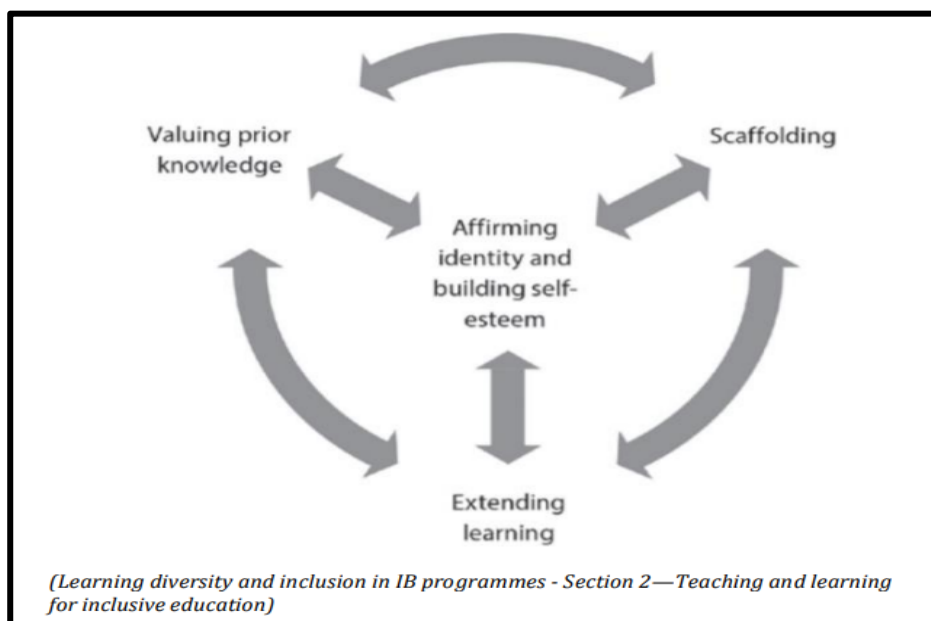
(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)

The IB supports the following principles of an inclusive education where:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equal opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognized as a fact, a right and a resource
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- all students in the school community have a voice and are listened to so that their input and insights are taken into account
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include all members of a community
- all students experience success as a key component of learning

The IB's principles of teaching for learning diversity

The IB has identified four principles of teaching that promote equal access to the curriculum for all learners across the continuum of IB learning.



How can we affirm identity to build self-esteem?

At the core of all learning is the affirmation of student identity to promote self-esteem. Students with a positive identity are more able to take the risks necessary for successful learning. An affirmative model of identity ensures that all students are visible and valued. It is a model where all learners recognize that it is possible to make a difference in their own lives and society. Affirming learner identity encourages the qualities, attitudes and characteristics identified in the IB learner profile to promote international-mindedness, effective learners and responsible citizenship.

(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)

In what ways can we value prior knowledge?

Prior knowledge is the foundation on which to develop new learning.

It cannot be assumed that students will necessarily share the same previous learning or will be able to demonstrate learning in the same way.

Therefore, teachers should:

- meaningfully assess existing knowledge, strengths and interests
- recognize that there may be gaps or overlaps in learning
- work with students to construct individual learning profiles to inform teaching and learning
- explicitly activate learners' prior understanding to promote new learning
- take into account prior learning when designing, differentiating and planning for new learning.

(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)

How do we scaffold learning to support independence?

Scaffolding involves developing student independence and provides access to the curriculum for all students. Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery while receiving constructive learning feedback at all stages. Scaffolds such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers can be designed so that prompts are diminished over time and independence is fostered.

(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)

Extending learning for all					
IB approaches to teaching and learning	Teaching to learner variability	Creating optimal learning environments	Assessment	Collaboration	Technology

How do we extend learning for all?

Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences.

(Learning diversity and inclusion in IB programmes - Section 2—Teaching and learning for inclusive education)

Support at Sancta Maria

The Learning Support department focuses on the early identification of support needs. Support at Sancta Maria is classified according to the following tiers:

Mild Support

Mild support consists of accommodations, consultancy among teachers, in-class support or small group, targeted instruction.

Moderate Support

Moderate support provides support for children with more specialized needs through co-teaching and small group support along with appropriate therapies which may be required. At this time, Sancta Maria maintains a list of agencies able to support therapies for which the Sancta Maria Ecosystem has no facility, which will be shared with families as appropriate for their child's needs.

Intensive Support

At the time of writing, Sancta Maria recognizes its limitations in providing intensive support for learners with cognitive or developmental disabilities. Intensive support requires modifications to the Sancta Maria programme and leads to an alternative credential, for which the school presently has limited resources.

Support Categories for Inclusion

- a) Cognition and Learning (for example dyslexia and dyscalculia),
- b) A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers.
- c) A specific learning difficulty which may or may not be linked to a cognitive disability.
- d) A behavioral impairment affecting their ability to concentrate and therefore learn effectively.
- e) A physical disability/an emotional deprivation which can affect their ability to learn.
- f) Learners who speak English as their second language (ESL).

Procedures

Admission Policy for Learning Support Learners

The Admission Policy of Sancta Maria considers learners with mild to moderate learning difficulties. For further information, refer School's Admission Policy.

Referrals

- In school, learners will be identified through referrals by teachers, parents, Coordinators and Head of School. Referral forms are filled in accordingly.
- Previous documented history and other reliable sources.
- The Homeroom teacher consults the Learning Support Department for concerns about the learner.
- The Learning Support Department will observe the child or may conduct informal assessments / checklists, if required.
- The Learning Support Department then decides if the child should be a part of the programme and receive additional support.
- The team, along with the Coordinator, contacts the parents for a meeting to discuss the outcome of the screening and the next steps for the learner.
- This is documented in a Parent Conference Record Form.
- An informed consent form is then taken with the parents' consent.
- If the learner is still having difficulty in spite of the interventions at the school & classroom level, they may be recommended to seek specialist support outside.
- Exit from the program – If the concerns of the learner are met at the end of the year, the learner could exit the programme after a feedback review has been done with all the stakeholders.

Assessment

In inclusive education, informal tests will be used to evaluate the learners level of performance. It will help the staff to decide upon the approach to instruction and in diagnosing and treating the learners' needs. Assessment is a comprehensive process of which testing is one component.

Formulation of Individualized Education Plan (IEP)

The results from the assessment will help to develop an IEP (Individualized Education Plan) for every learner enrolled in the program.

The IEP Document will include the following:

- ✓ Child's present levels of educational performance including how the child's disability/exceptionality affects the child's involvement and progress in the general curriculum.
- ✓ measurable goals and objectives.
- ✓ A statement of supplementary aids or assistive equipment to be provided for the child by school and at home if needed.
- ✓ The IEP will be based on the individual needs of the child to create a learning environment to have a beneficial education for the student.

Communication

Communication to the parents and teachers is an integral part of the system which is maintained throughout the year with relevant facilities of the school. IEP Meetings - The IEP Meetings are held with the parents of learners with learning needs to discuss the educational plan of the child for the semester and reviews the progress of the previous semester.

Mainstreaming

The mainstreaming of the learners is made with the consent of the parents based on the following factors:

- academic performance
- feedback from teachers.

Confidentiality

Sancta Maria strongly believes of the opinion that all information about candidates should be kept confidential. Any communication regarding learner learning support status will be retained within their file, access to which is constrained to Head of School, Coordinator and the Learning Support Department. Data retained by the school on any learner will be kept confidential. Only through consultation with the parent/guardian will information and/or advice be communicated to educators for the benefit of the student.

Modifications, Accommodations and other Personalized Journeys

Sancta Maria believes that it is the responsibility of every teacher to provide the highest expectations in the classroom so that each student is included, challenged and successful. To personalize learning for each student, Sancta Maria provides differentiated instruction including modifications and accommodations.

Modifications are changes in expectations. Modifications are provided when students are not yet ready or experience difficulty reaching the grade-level standards or have already reached beyond grade-level standards. Modifications can include changes to the instructional level, content, or task specific clarifications for tasks. Modifications are implemented after a student study team comprising of the Learning Support specialist, classroom teachers, subject teachers, appropriate coordinator, counsellor and section head have met on the Individualized Learning Plan (ILP) of the student. The continuum of learning for students with accommodations requiring authorization and modifications becomes an Individualized Education Plan (IEP) over the long term.

Accommodations are changes in how the student accesses information or demonstrates learning. It is a way of personalising or differentiating instruction. Accommodations are made with fidelity to the grade-level standards and do not change the expected outcomes for the student's particular grade level success criteria. Changes are made to give students appropriate entry points to learning and/or multiple approaches to show learning. Accommodations are ways of differentiating and benefit all students in the classroom. Accommodations may include changes such as:

- presentation and/ or response formats/products and procedures/processes
- instructional strategies
- time/scheduling

- environment
- equipment
- resources and materials

Inclusion and Diversity Action at the Diploma level

Admissions and Enrolment phase: At the admission and initial enrolment stage, the Diploma applicant completes the admission series of tests in English language and Mathematics. The assessment is followed by an interview before making final offers of admission. The choice of DP course versus the full diploma is made in consultation between DPC, Head of School, Parents and Student, as mentioned in the Admission Policy of the school.

The assessment results enable the school to assess the capacity of the school to support the learning of students and where necessary, in consultation with the Learning Support team on the ways by which the student may access and demonstrate learning in SMIS IB Diploma Programme.

Teaching and learning phase:

Sancta Maria expects and supports the notion that students may have the intellectual capacity to meet all the curriculum and assessment requirements but may need additional support to enable them to attain their full potential. The differentiation initiative for diploma students will be done in consultation with the Learning support team, the DPC and colleagues teaching the Diploma Programme. With reference to teaching and learning, Sancta Maria aims to raise achievement and progress in all pupils, including those who have learning needs, enabling our IBDP students, from their individual starting point, to make expected progress.

The teaching and learning phase will endeavor to promote individual student achievement, helping to build self-esteem and... 'Meet the individual learning needs of those students ... and improve their inclusion in the mainstream classroom.' [IBO: 2004]

Examination phase:

The IB recognizes that to enable all candidates to 'demonstrate their ability under assessment conditions that are as fair as possible', it is necessary for schools to provide special arrangements for candidates with special needs. Documentation of need is a requirement for modifications to examination conditions. The school in partnership with parents will provide the structure and procedures necessary to ensure students who need adjustments to examination conditions will be provided the support needed.

Supporting Documentation

In addition to providing educational evidence from school, providing accommodations requiring authorization from the IBO require a formal assessment from a medical or psychological service professional. The supporting documentation must be:

- legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person or persons who has taken the psycho-educational evaluation of the student
- state specifically the nature of the special need, and the tests or techniques used to arrive at the results
- be consistent with the coordinator's request for special arrangements
- state the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or grade equivalents
- describe the functional limitations arising from a disability and their impact on learning
- include a summary (or conclusion) and recommendations as to which special assessment arrangements are appropriate in cases where the student is undertaking external examinations

Educational evidence

Educational evidence provided by the school can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spellchecker).

Special Arrangements for External Examinations

Sancta Maria Inclusion Support policy allows for certain arrangements that can be made for the students who require special arrangements in external assessment situations. In order to arrange for special arrangements for the Diploma 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 with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges. In addition, application 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. Accommodations provided in the PYP will be based on accommodations that can be provided in Cambridge and DP as outlined in the

Admission Policy, based on the supporting evidence provided. In the Cambridge and DP it is mandatory while applying for assessment accommodations with the IBO to ensure that it is the candidate's usual way of working in classroom tasks and tests. Cambridge and Diploma candidates with special assessment needs may receive the following accommodations:

Arrangements Not Requiring IBO Authorization

- **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. Version 2.0 12
- **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 (colored 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**

DP

- Access to change in font/ enlarged print/ colored 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 of other psychological and medical challenges maybe provided the following accommodations based on evidence.

DP

- 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 spellchecker
- 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.

DP

- 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 mathematics calculations.

For further accommodations that require IB authorization please refer to the *Access and Inclusion Policy*.

Responsibilities for Inclusive Practices

Responsibilities of the school:

- Before accepting a student with special educational needs, the school will consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- All requests for special arrangements submitted by a coordinator must have the support of the head of school.
- Before modification of the curriculum for a student, the school will initiate a process for assessment to be undertaken by the parents and child.
- Students who have appropriate assessments shared with the school will be placed on the appropriate tier of intervention; receive a case manager; be provided an Individualised Learning or Education Plan; be monitored through the Student Study Team; and receive academic counselling toward an alternative credential or modified diploma.
- Before submitting appropriate documentation for the modifications to the assessment process, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- An application for special arrangements will be made on behalf of an IB Diploma candidate on a request form submitted by the coordinator or the head of school. (A teacher who specializes in teaching students with special needs may complete the form, but must not be the signatory. An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.)

Responsibilities of the Programme Coordinator:

Some inclusive arrangements are permitted at the discretion of the appropriate IB Coordinator and do not require prior approval from the IBO. Other inclusive arrangements in the IB Diploma must have prior authorization from the IBO.

- The IB Coordinator and ALS team members are responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.
- The IB Coordinator and ALS team members are also responsible for providing inclusive assessment arrangements and requesting examination accommodations. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.
- The IB Coordinator and ALS team will work together with parents/guardians, students, the IB counsellor, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student's usual and reasonable accommodations under a valid IEP.
- Adverse or unforeseen circumstances do not fall under the tenets of this inclusion policy. An IB student or parents who experiences adverse circumstances must contact the school and appropriate IB Coordinator to seek information regarding the student's specific situation.

Responsibility of the Learning Support Specialist and Class/ Subject teachers

The Learning Support teacher is the student's advocate in the process of providing the student access to and ways to demonstrate learning. The LS teacher acts as a case manager who monitors the process of providing learning support for students identified as receiving the tiered support within the school programmes.

- Support the class teachers in differentiating the teaching plan to include not only the varied learning styles of the children in the class but also include accommodations for the student.
- Guides the teachers and assists them in creating material for the classroom to enable the student to effectively record and communicate his/her learning and understanding.
- Supports the teachers in creating the assessment tools that would effectively and realistically assess the learning the student has achieved making the modifications required to cater to the unique needs of the student.
- Updates the teachers on the developments in the field of Learning Support by conducting workshops.
- Works collaboratively with teachers in creating a healthy attitude and atmosphere to include the student in every true sense, in the classrooms and across the school.
- Works with students requiring Tier 2 and Tier 3 support in pull-out, small group sessions to bridge the skill gaps identified in students and adjusts the Academic Coaching sessions in accordance with the class time-table, (during Second Language periods or as otherwise identified).

- Collaborates with the class teachers to support the student in implementing taught strategies in the class, when the student transitions to Tier 1 and back into the classroom.
- Implement effective feedback mechanisms to track student progress, or lack of it, shared between the class teacher and LS team.
- Prepares the IEP for the students giving due consideration to the special educational needs of the student and the class expectations.
- Schedules regular meetings with the parents and the teachers of the student to review the IEP and chart student progress, keeping the expectations of all concerned in a realistic perspective. Version 2.0 17
- Ensures that the IEP includes the special arrangements or accommodations in assessment conditions to allow the student to demonstrate his or her true level of achievement.
- Communicates the Learning Support policy to the parents and ensures their continued involvement and supportive of the needs of the student.
- Ensures the clear communication of the PYP, Cambridge and DP course choices by the school management.
- Coordinates and maintains a clear process of communication with the outside professional service providers involved in the IEP of the student keeping the parents aware at all times. • Upgrades and maintains the Learning Support resources in the school.
- Maintain clear records of all the LS procedures being followed for every individual student.
- Schedule meetings at the start of every academic year with class teachers (before school opens for students) and discuss the case file of all students receiving academic or counselling support.
- For students moving from one programme to the next, a meeting will be held with the class teachers and Student Support Services team (Academic Coaching team and Counselling team) members to discuss all relevant information pertaining to the student.
- Regularly attends courses and workshops to keep professionally updated with the developments and information in the field of learning support.

Responsibilities of the Parent

Academic coaching, especially for the Individualised Education Plan or IEP is a longterm commitment involving professional procedures, intentional planning and case management by the Learning Support team. In addition, in order to gain specific targeting of academic support needs, the Learning Support team must consult the formal education-psychological assessment and design a programme in which the student will succeed. The school asks parents to:

- Disclose if there is a previous formal educational-psychological evaluation at the time of admission
- Update the educational-psychological evaluation every three years
- Provide documentation of ILP or IEP from previous schools
- Participate meaningfully in the interventions and the procedures of the individualised learning plan of their child as guided by the Learning Support case managers

Responsibilities of the Student

In the course of their Cambridge and DP career, the student is involved in subject choices. It is the student's responsibility to consider the range of information available to him or her, in order to make the best possible decisions for his or her success in the Cambridge and the Diploma. Interdependence with community members is an important resource for the student who undergoes Academic Coaching. He or she needs to:

- develop an area of personal interest beyond the subject-specific curriculum
- share their new understandings with their peers, teachers and family
- change their behavior in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do

While principled action may not always be clearly or immediately visible or measurable, it is important that students record and reflect on how what they have learned has impacted their attitudes and behavior. The process of reflection should be carried out throughout the academic career not just at the end of units or terms, or for Student-Led Conferences. Students should be encouraged to reflect regularly on their inquiry process and on the actions they have taken at various stages of their development.

The student is responsible for completing the coursework to the best of their skills in the time allocated for its requirements. Long-term assessments such as, Extended Essay, and other work are to be completed independently with supervisor guidance and submitted in time for moderation requirements (From Principles into Practice, 2015).

Link with other policies:

The Inclusion policy works in tandem with the other policies of the school. The objective of the policy is to provide support for its students with learning and/or special educational needs and support for their teachers. Teaching and learning differentiate instruction to meet students' learning needs and styles. The policy has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the other policies of the school.

The Language Policy: Inclusion policy is closely linked with the language policy. As a result of assessments, feedback is given to the student and parent. This promotes devising strategies for future learning. Home and Family languages are considered while interacting with the students. The linguistically competent level is defined as one where the students will interact with, process, understand, analyze, produce or use. EAL academic support: English as additional language plans (EAL plans) are used to plan for students with home and family languages other than English.

Assessment Policy: Inclusion policy is closely linked with assessment policy. The main objective of assessment policy is to diagnose the learning needs of the student. Based on the effective assessment of the statement of the current attainment and cognitive

ability, we can ascertain if the student is underperforming. The individual needs of the student can be identified from which the teaching strategies should be developed. Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

The Admission Policy: Inclusion policy is closely linked to Admission policy at Sancta Maria. All the students applying for admission to school are assessed to determine current levels of performance in literacy and numeracy. The student identified as potentially needing learning support with a diagnostic report, should be assessed by the School Counsellor or Learning support teacher and a report will be given to Admissions with details from findings and with recommendations.

The Academic Integrity Policy: Inclusion policy is closely linked to Academic Integrity policy at Sancta Maria. The policy serves to promote personal integrity and give respect for others and the integrating of their work. Upholding academic Integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies irrespective of their learning difficulties. It must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.

Glossary

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Additional language learners

Candidates whose medium of instruction and assessment is not their first or best language.

Exceptional circumstances

Circumstances that are not commonly within the experience of other candidates with access requirements. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular access arrangement.

Invigilator

Person(s) responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator.

Learning support requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support. Students with identified challenges (such as: autism/Asperger’s syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Reasonable adjustments

Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Standard scores reported in psychological tests usually have a mean of 100 and standard deviation of 15.

Technical language (cognitive academic language proficiency)

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject. Refer to Developing academic literacy in IB programmes (August 2014) which refers to cognitive academic language proficiency (CALP).

Temporary medical conditions

Medical conditions including debilitating injuries and mental health challenges with onset or occurrence during the course of study of the IB programme and up to three months before the IB examinations. Access and inclusion policy Terminology 4 Access and inclusion policy

Additional or extra time

A specific percentage of examination time authorized to a candidate with access requirements that is more than the standard duration of time allocated to the examination in IB assessments and other tasks in classwork.

Usual way of working

The access arrangements established for a specific student during learning and teaching in school. These arrangements are put in place in response to the student's needs and are used in classroom activities, and for class tests and examinations.

(Access and inclusion Policy IB programmes)

Review

The inclusion policy will be reviewed after a period of 1 years. Reviewed: June 2023 next Review June 2024

Reviewed by: Head of school, Head of Admission, DP Coordinator, Assistant DP Coordinator, IGCSE Coordinator, PYP coordinator and Teachers.

Reference

- Candidates with assessment access requirements, International Baccalaureate Organization (2013)
- Handbook of procedures for the Diploma Programme, International Baccalaureate Organization (2016)
- Learning diversity and inclusion in IB programmes, International Baccalaureate Organization (2016)
- Meeting student learning diversity in the classroom, International Baccalaureate Organization (2013)
- Programme Standards and Practices, International Baccalaureate Organization (2020)
- The IB guide to inclusive education: a resource for whole school development, International Baccalaureate Organization (2015)
- What is an IB education? International Baccalaureate Organization (2015)