



**VICTORIOUS KIDSS EDUCARES**

**The School With A Difference**

**An IB World School**

# **INCLUSION POLICY**



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## **Introduction**

Victorious Kidss Educares values student diversity and respects individual learning differences. The school has made provisions for students who need learning support because the school believes that valuing diversity and difference is a key aspect of becoming more internationally minded, which is an important goal of all IB programmes. Inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs. There is a shift from specialist teachers being solely responsible for students with learning differences to collaborative planning by all teachers who are part of a student's education along the learning continuum.

## **IB Mission**

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.

## **VKE Vision and Mission**

### **Vision**

To guide every student, parent, and educator to discover their secret power from within, and nurture their thoughts, vision, and skills, so as to attain human perfection.

### **Mission**

Driven by the motto of "Learning to love to learn", we are committed to the students of the world, to instil in them a passion for learning, a sense of global citizenship, and international mindedness.

Coupling the Indian heritage of Vedanta with the challenging curriculum framework & rigorous assessments of the International Baccalaureate (IB), we develop students as a community of inquiring, knowledgeable, and caring learners who welcome, appreciate, and respect diversity of religion, culture, and thoughts.

At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where every child matters and is able to discover self-worth, and inner potential and solve real-life problems effortlessly.

## **Purposes, Beliefs, and Principles**

### **Purposes**

The purposes of promoting an inclusive whole-school approach with respect to special education needs are:

- To ensure that all students are provided equal access to the IB curriculum and opportunities for academic accuracy.
- To better support each student and their parents within the best possible learning environment and conditions, nurturing compassion and communicating effectively.
- To provide more consistent approaches and promote common understandings about special education needs across the school community.
- To guide teachers to foster a curriculum that is creative and differentiated to provide the support they need in order to set and meet challenging goals.
- To better support and guide all the stakeholders.
- To communicate the responsibilities of all stakeholders in the success of students with special needs.
- To contribute to the effectiveness of the programme

### **Beliefs**

Students must not be regarded as having a learning difficulty solely because their language or the form of language used in their home differs from the language in which they are taught. Learning support provision is regarded as a whole school matter and all teachers are also the teachers of students with special educational needs. We aim to support teachers by providing them with information about students with special educational needs and advice on strategies for support through individual plans.

## **Principles**

The four principles pertaining to special educational needs are:

- affirming identity and building self-esteem
- valuing prior knowledge
- scaffolding
- extending learning

## **Aims**

We aim to provide students with special education needs, an adequate opportunity to fulfill their learning expectations by:

- Promoting confidence, positive attitude, and self-esteem in all learners.
- Best practice guided by current and relevant research within the context.
- Providing opportunities for all students to meet standards of excellence.
- Promoting early identification of inclusive students.
- Enabling every student, access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs in order to remove barriers to learning and achievement.
- Providing students with opportunities to participate fully in school activities.
- Providing effective assessment and monitoring of students' needs.
- Informing all relevant teachers about the students' learning needs, in order to ensure effective provision and continuity of support.
- Fostering positive cooperation with parents as well as close and effective partnerships between parents and outside agencies.
- Involving students in their own learning by providing voice, choice and ownership.
- Preparing teachers to anticipate and expect relevant learning outcomes from students with special education needs.

## **VKE's Philosophy on Inclusion**

VKE philosophy on inclusion and admission policy as reflected in its mission statement;

VKE encourages students to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. The admission policy supports admittance of all types of learners. The school mission statement reflects on the importance of creating an inclusive school considering all children are achievers, having identified their self-worth, strengths, skills, and intelligence with which they can solve problems effortlessly.

## **Roles and responsibilities**

All the stakeholders are responsible for promoting Inclusion at VKE. The Inclusion Team (Rainbow Department) works closely with the Principal, Programme Head, Programme Coordinator, teachers, parents, and students to foster an inclusive environment.

## **Governing Body**

- The Governing Body is responsible for facilitating funds that are necessary for the resources. They are part of the annual review cycle for the policy.

## **PYP Counsellors/ Rainbow Team**

- The counsellors work in collaboration with the homeroom teachers to create and promote an inclusive learning environment in school.
- The counsellors are responsible for observing and monitoring the behavioural and/or academic progress of the students.
- It is their responsibility to report their findings to the HOD and Programme Coordinator.
- The counsellors, along with the Homeroom teachers, Programme Coordinator, Head, and Principal, share the relevant feedback with the parents. Individual

plans and referrals for further testing (if necessary) are shared after parental consent.

- The counsellors communicate the results of any tests that have been undertaken by the parents to the relevant staff, including teachers, coordinator, head, and Principal.
- In case of any academic concern, these results are shared with the homeroom teachers and specialists for their input on the individualised education plan (IEP).
- Psychological Evaluation for diagnostic purposes is outsourced.

### **Inclusion Manager (MYP and DP)**

- The role of the Inclusion Manager is to support and promote an inclusive culture throughout the school, enabling all students to achieve their best by overcoming barriers to learning and participation.
- It involves coordinating appropriate provision for students with special needs and interacting with teachers and parents.
- The Inclusion Manager provides training sessions for teachers and parents in managing the academic and behavioral concerns of students with special education needs.
- S/He works in collaboration with all the stakeholders to bring about the student's overall progress.
- The inclusion manager must clarify the specific learning needs of the students and the course of action that needs to be taken in such cases.

### **Counsellor (MYP and DP)**

- The counsellors work in collaboration with the Inclusion Manager to create and promote an inclusive learning environment in school.
- The counsellors are responsible to observe and monitor the behavioral and/or academic progress of the students.
- It is their responsibility to report their findings to the Programme Coordinator.
- The counsellors, along with the Inclusion Manager, Programme Coordinator, Head, and Principal, share the relevant feedback with the parents. Individual

plans and referrals for further testing (if necessary) are shared after receiving parental consent.

- The counsellors communicate the results of any tests that have been undertaken by the parents to the relevant staff, including teachers, coordinators, and the Principal. In case of an academic concern, these results are shared with the school Inclusion Manager, so that an appropriate individual plan can be developed and implemented for the student's needs.
- Psychological Evaluation for diagnostic purposes is outsource

### **Programme Coordinator (PYP)**

- The Counselling Department reports to the Programme Coordinator about the needs and requirements of the students.
- The Programme Coordinator is a part of the parent meetings while communicating the student observations and requirements.
- The counsellors share the individualized education plans and accommodations required with the coordinator.
- The Programme Coordinator supports the IEP, accommodations, and modifications required to remove the learning barriers.
- The Programme Coordinator retains the confidentiality.

### **Programme Coordinator (MYP and DP)**

- The Counselling Department along with the Inclusion Manager reports to the Programme Coordinator about the needs and requirements of the students.
- The Programme Coordinator will provide examination accommodations as needed and recommended by the IB during the in-school assessments.
- The Programme Coordinator will inform IB and apply for accommodations and extensions which need to be facilitated during the e-assessment.
- The Programme Coordinator retains confidentiality.



### **Teachers**

- All teachers are encouraged to participate in the professional developmental training offered by the Counselling and Inclusion department.
- All teachers are given induction to identify learners with different needs and use differential teaching strategies to cater to the needs of the students. Teachers maintain the anecdotal records of their observations and update the homeroom and the Counselling and Inclusion Department.
- The homeroom teacher maintains accurate records of student's work.
- All teachers must encourage participation from all the students, to promote and demonstrate their strengths and express their learning in their preferred choice.

### **Parents**

Partnership with parents plays a key role in enabling students with Special Education Needs to achieve their potential. The parents hold key information, knowledge, and experience to contribute to a student's needs. Individualized Plan is made in collaboration with the parents. Thus parents are advised to communicate information and documentation regarding their child's special education needs and requirements at the time of admission. They have to provide documentation with a recent psychological evaluation ( $\leq 3$  years) needed for IBO accommodation in MYP and DP examination and to develop individualized education plans & accommodations in PYP. The school has a system in place for resolving parental concerns and queries. Once every week parents can meet the homeroom and receive feedback.

## **Adjustment and Accommodation**

Terms commonly associated with special education needs are modification (of learning activities, tasks, and conditions) and accommodation (provisions such as support or resourcing). The school routinely caters for students with special needs in both ways. The teaching team (teacher, homeroom teacher, Inclusion Manager, Counsellor, MYP coordinator, and Principal) aims to adjust the student's learning to provide them with the greatest opportunity for success concerning the goals that have been set for them. The school ensures that sufficient resources are in place to effectively implement the necessary provisions.

## **Planning strategies**

***“Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals.”***

Differentiation is to be planned to help learners access the content at an appropriate level through a variety of resources and should become an integral part of each teacher's curriculum planning. Learners have a preferred way of thinking and VKE teachers are sensitive to this variety and are flexible enough in their thinking to accommodate those who may not perform in the generally accepted way.

Differentiation is implemented as an ongoing whole-school practice to transform teaching and learning, to develop classroom relationships and expectations, and to differentiate assessment practices.

Strategies are planned and coordinated with the subject teachers. Differential teaching methodologies using the IB Learning Cycle are implemented to cater to the diverse learning needs of the students through appropriate activities driven by prior knowledge of the student and the expected learning outcomes.

## **Inclusion Practices at VKE:**

Four principles of good practice that promote equal access to the curriculum for all learners across the continuum are particularly relevant to those with special needs. These principles that VKE follows are:

- **Affirming identity is** achieved by promoting a class and school environment that welcomes and embraces the diversity of learners.

- **Valuing Prior Knowledge** evaluates the learners' prior understanding and is used to differentiate tasks and activities. Thereby, building further background knowledge necessary for the new learning to occur and record information. This assists in planning for future differentiation and informs teacher practice.
- **Scaffolding** fosters learners' increasing independence in taking responsibility for developing strategies for their own learning using visual aids, and demonstrations. Dramatization, graphic organizers, and use of the mother tongue or preferred language help to develop ideas and initial plans.
- **Extend learning** in which teachers help learners extend their learning by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences.

### **Identification and Referral procedure in PYP**

Our inclusion department is known as the 'Rainbow team' in PYP. This department works collaboratively with teachers, students, and parents to remove the barriers to learning. The identification and referral procedure has two entry points. The first one is when a student is identified with special learning needs while seeking admission. The second one is that the teachers observe if students require accommodation and modifications regularly.

If it is found that the student seeking school enrolment has special educational needs or if the student requires special attention following key steps are taken:

- An initial talk with the parents of children having special educational needs is conducted by the school authorities when they contact for admission.
- The details of information regarding any learning concern are requested on the admission form. The concerns need to be well supported by Medical Certificates and reports given by certified Medical Practitioners. This information is processed by the Admission Department and forwarded to the school counsellors for their follow-up actions.
- Such cases are discussed with the School Principal, Head, respective Programme Coordinator, and Counselling Department. This is to ensure that the student needs are addressed in different learning spaces.

- Interviews are conducted with potential students and families for enrolment for the following academic year. The school counsellor/psychologist attends interviews with students with special learning needs. Due consideration is given to the prior knowledge of the students who come for admission. Such students are assessed after considering all the aspects. Based on the resources available at VKE, discussions among the Rainbow team and coordinators are held to find the school's capacity to be able to cater to these specific needs. If the school realizes it to be a complicated case, he/she is referred to special schools for their best development.

### **Referral procedure to the Inclusion (Rainbow) Department**

If a teacher observes different behaviour or a learning difficulty of a student,

- The first step is to approach the coordinator who will then direct the teacher to the HOD of the Inclusion Dept where they can put forward the concerns.
- After meeting the HOD, the teacher fills out the students' observation checklist. This is to be collected from the inclusion department and filled by the teacher and submitted to the HOD.
- The HOD assigns a counsellor who observes the child in 3-4 different environments and records their observations.
- If a child requires support from the SEN department, a parent meeting is arranged where if the parents agree, a consent form for counselling or IEP is to be signed by the parents. All communication of the referral procedure is documented, including that with parents or guardians.
- Medical/psychological reports need to be submitted by parents if the child needs an individualized education plan.
- The referral form is to be filled out by the teacher and submitted to the respective counsellor for further documentation.
- After receiving approval from the HOD and programme coordinator counsellors can schedule the sessions.
- Counsellors and teachers collaborate to make a flexible timetable.
- After a minimum of three months of observation and counselling sessions, if the counsellor feels the child needs to be referred for Psychological testing, it is suggested to the parents in the presence of the EYP/ PYP Head or PYP Coordinator and Principal ma'am. Psychological Evaluation for diagnostic purposes is performed by outside agencies. School counsellors may provide parents with details if they need support.

## **Identification and coordination procedures in MYP and DP**

- Identification of a student with learning differences can occur at any age or stage of development. Learning differences may become apparent as a student progresses through the school.
- Where a student is not making progress as expected in class, the homeroom/subject teacher will write and submit a referral to the inclusion manager (regardless of whoever identifies a potential/suspected learning difficulty or learning support) accompanied with the appropriate documentation. The referrals are further discussed with the MYP Coordinator, MYP Head, and the Principal. Finally, the principal of the school informs the parents about the concerns and recommends the subsequent steps that will be taken. It is mandated for the parent to submit the consent form as per the Inclusion Policy.
- All communication of the referral procedure is documented, including that with parents or guardians. Further investigation i.e. appropriate screening and assessment, in an academic context, will take place to establish the extent of the student's difficulties and appropriate action, based on the findings, put in place to support the student's needs.

## **Support system**

### **School-based support**

When a student identified as having learning difficulties or LS is found to need interventions that are **additional** to or **different from** those provided as a part of the school's **usual differentiated curriculum**, they will have an Individual Plan drawn up by the inclusion manager in collaboration with the teachers and with the full support of the parents.

### **Parental support**

We value the input and support of parents and aim to work in partnership with parents at all stages of intervention. Parents are informed when a student is highlighted as having a *possible* special educational need.

They are kept fully informed as to any results from testing and actions taken as a consequence. Once support is established, there is frequent and regular contact between the inclusion manager, MYP Coordinator, Principal, and parent.

### **Special educational needs catered at VKE**

Many of our students have special academic, physical, social, or emotional needs that are addressed so each student can be successful. **Currently, the school caters to the following special needs:**

1. Learning Difficulties: A student with multiple learning difficulties or a specific learning difficulty
2. ADHD: Attention Deficit Disorder or the Hyperactive/ Impulsive Type
3. Autism Spectrum Disorder
4. Medical Conditions: Epilepsy, Diabetes, Asthma, Arthritis etc.
5. Physical Disabilities: Disabilities limited to access of wheelchair
6. Speech, Language, and Communication: Stammering, Stuttering, and Lisp
7. Mental Health Issues: Depression, Anxiety Disorders
8. Cognitive Impairments: Slow learners

### **Services provided at VKE**

The school emphasises allocating suitably experienced teachers to address the needs of the student in terms of planning, teaching-learning, and assessment. The academic teachers work in collaboration with specialists in curricular and extra-curricular activities to support the requirements of students with special needs. To successfully implement the principles of inclusive education, the school has appointed:

- a) Team of Counsellors also known as Rainbow team in PYP (Academic, Emotional, and Behavioral)
- b) Inclusion Manager (MYP and DP)
- c) Subject Matter Experts (Teachers with Masters in their subjects, B.Ed.)
- d) Music Teacher (Piano, Harmonium, Vocals)
- e) Theatre (Social and communication)
- f) Visual Art Department (Creativity)
- g) Dance (Movement, Coordination, Balance)
- h) Sports Activity (Mind and Body Exercise)
- i) Medical room and Qualified Nurse (First aid, Medicines)
- j) Parent Association Platform for Parent Concerns

### **Screening tools used by counsellors (PYP)**

- Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS) is a standard tool. It is not used for diagnostic purposes in school, but it helps the counsellor to get more clarity if the child has the following symptoms to be discussed with parents;
- Inattention
- Hyperactivity /Impulsivity
- ADHD combined type
- Oppositional defiant and conduct disorders
- Anxiety /depression symptoms.
- VADTRS is used internally in our school /inclusion department before referring students to outside agencies for Psychological testing.
- VAK learning styles self-assessment Questionnaire is used to find out which style of learning each child is more comfortable with. Visual, Auditory, or Kinaesthetic.

This tool can be used based on the needs of the class and homeroom requirements. HOD will be responsible for informing the Programme Coordinator about the test results.

### **Screening tools used by counsellors (MYP and DP)**

The Inclusion manager/ HOD and the Counsellor are qualified to screen the students if necessary using Beck's Depression Inventory (BDI), Screening for Child Anxiety Related Disorders (APA), and Vanderbilt's Attention Deficit Hyperactivity Disorder (V-ADHD Screening Tool). Psychological Evaluation for diagnostic purposes is outsourced.

The Inclusion Manager / HOD will be responsible for **notifying** the test results after a discussion with the Programme Coordinator and school Principal.

### **Assessments (PYP)**

Assessment in PYP is differentiated as per the student's individual requirements. Process, content, product, and environment are differentiated while monitoring, documenting, recording, and reporting learning.

## **Assessments (MYP and DP)**

VKE, being an inclusive school, students requiring learning support are provided with the same assessments based on IB criteria for the respective grades. Students are encouraged to express their understanding in a manner of their preferred choice such as written, oral, role-plays, presentations, demonstrations, products, audio-visual feedback, and art form.

## **Monitoring the progress**

- Head of the Counselling Department and Inclusion Manager collaborate with the Principal, Programme Coordinator, and the Parents to develop an action plan for the student who has special needs (behavioral, academic, emotional, and neurological needs.)
- The Counselling Department conducts training for teachers on the usage of differential teaching strategies which can benefit students with different learning styles and needs.
- The action plan is regularly monitored and tracked to assess the progress made by the student with regard to the set learning or behavior objectives.
- The support teachers receive a tracker to keep a record of class activities and progress made by the students toward achieving the set objectives. These trackers are closely monitored by the Counselling Department and the Inclusion Manager.
- Trackers provide teachers with an opportunity to reflect on the applied teaching strategies and the progress made by the students.
- Provision of taking photographs, and audio and video recording facilitates close monitoring of the student's progress.
- Individual session reports pertaining to emotional, behavioral, and social needs are maintained by the assigned counsellor.
- All these documents are case-sensitive. Depending on the severity of the situation, the counsellor will share the sensitive information directly with the Programme Coordinator.



### **Confidentiality of student information**

VKE regards confidentiality as an essential component of working together in an effective and supportive school community. Students in need are best supported when the adults working directly with the student have the most comprehensive information possible. Sharing information is necessary and parents are expected to share all information they have that will support teachers and administrators in meeting the needs of their children. All information received is regarded as confidential and is safeguarded in a number of ways. From the time of admission or when a special need or learning difference is identified, there is every attempt to safeguard all communications. This includes exchanges between and among faculty, staff, parents, and the student. At all levels of the school, student files are kept in a locked area of the inclusion department. Digital files are shared within and among leadership team members relevant to the student issue.

### **Documentation of Inclusive Education**

School has a system in place to document profiles of individual learning, pertinent policies, and lists of resources. This ensures support needed for meetings with students, parents, specialists, and collaborative approaches to meet learning diversity. At VKE, a case report for all the students who have learning support requirements is developed and documented by the Rainbow team in PYP and the Inclusion Manager in MYP and DP. The case report includes medical reports, psychological evaluations test reports, and observations from subject teachers and homeroom. The report also includes the individual plans and strategies that are developed and implemented for the student's growth and progress. When students change schools or move from one IB program to another, all cumulative folders will also be transferred.

### **Reasonable Adjustments**

VKE supports the principle of “Reasonable Adjustments” for students with diverse learning needs. Students with learning support requirements may need reasonable adjustments to access the MYP curriculum framework, including internal

assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects of the assessment but the overall outcome must remain the same.

### **Arrangements made for Students during In-School Assessments**

At the time of Assessment, the Programme Coordinator allows the provisions as per the IB guidelines which can be facilitated for the student with learning requirements. As per the IB guidelines following arrangements can be permitted during the in-school written assessments:

(Table: Provisions made for Students requiring support in assessment)

1. Provision of extra time in the assessment	For Specific Learning Difficulty- Reading and Writing (Dyslexia, Slow Learners), For Attention Difficulty- ADHD (ADD Type)
2. Rest Period	For Hyperactivity- ADHD (Hyperactive Type)
3. Provision of a school laptop so that students can key in the answers instead of writing	For writing difficulties and fine motor skills
4. Reader	For Specific Reading Difficulties
5. Scribe	For Writing Difficulties, in case of a Medical reason if the student cannot write for him/herself
6. Access to Calculator	Difficulties pertaining to Dyscalculia
7. Prompter	For Hyperactivity- ADHD (Hyperactive Type), to prompt the attention of the student back at the given assessment
8. Provision of an extra room and invigilator	For Attention Difficulty- ADHD (ADD Type), to not distract other students during assessment

## **Arrangements made for Students during IB e-Assessments/Diploma Programme Examinations**

The Programme Coordinator will inform IB and apply for accommodations and extensions which need to be facilitated during the e-assessment. As per the IB guidelines following arrangements can be permitted during the e-assessments:

### **Access to additional time**

Additional time may be authorized for on-screen examinations and certain activities connected to e-Portfolio tasks according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from the standard applicable to most candidates; that is 25% additional time (15 minutes for each hour of the examination) to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges. In exceptional cases, for candidates who have a requirement for a substantial amount of additional time such as candidates with total visual impairment, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour, the additional time should be given on a pro-rata basis.

### **Access speech recognition software to**

Candidates who require inclusive assessment arrangements to access typing may be authorized speech recognition software for their on-screen examinations.

### **Access to reading**

Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software for their on-screen examinations.

### **Access to a practical assistant**

In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory, or medical challenge. The assistant may perform tasks such as motor movements of moving the mouse that are difficult for the candidate.

### **Access to alternative accessible font**

Candidates who require a font other than the standard in the on-screen examinations can opt to view text in an alternative accessible font, Lexia Readable. When authorized, the text in their on-screen examinations will be available in this font.

### **Access to speech and hearing**

Candidates with hearing, speech and communication difficulties may need inclusive assessment arrangements to access some assessment components. The use of communicators or augmentative speech equipment may be authorized in these circumstances.

### **Access to reasonable adjustments (for the e-Portfolio summative assessment tasks or personal project)**

When a candidate requires reasonable adjustments for the e-Portfolio summative assessment task or personal project, this can be requested as an inclusive assessment arrangement. However, given the unique nature of reasonable adjustments, the supporting documentation accompanying this request must contain documents like - the Medical Report, Psychological report, and Academic report not older than 3 years to justify the arrangement and detailed plans of the suggested reasonable adjustment. **The request will be evaluated by the IB Assessment Centre and discussed with the MYP/DP Coordinator.**

### **Exceptional circumstances**

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

### **Invigilator**

A person, or persons, responsible for supervising an examination. Also referred to as a “proctor” or a “supervisor”. The invigilator of an IB examination may or may not be the coordinator.

### **Inclusive assessment arrangements**

Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

### **Assessment access requirements**

A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

### **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.

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following.

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Physical and/or sensory challenges
- Social, emotional, and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

### **Community resources**

When needed, VKE may require the services of outside professionals such as educational psychologists, speech and language therapists, or other professionals to conduct evaluations and make recommendations. Parents will need to cover the costs of outside testing.

### **Connection to other policies**

- Language policy
- Admission and/ or access policy
- Assessment policy

### **Policy review**

This document is a working document that will be reviewed from time to time. Management, the Pedagogical leadership team, teachers, and counsellors are involved in reviewing the policy. **Recent review date: June 2023**

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