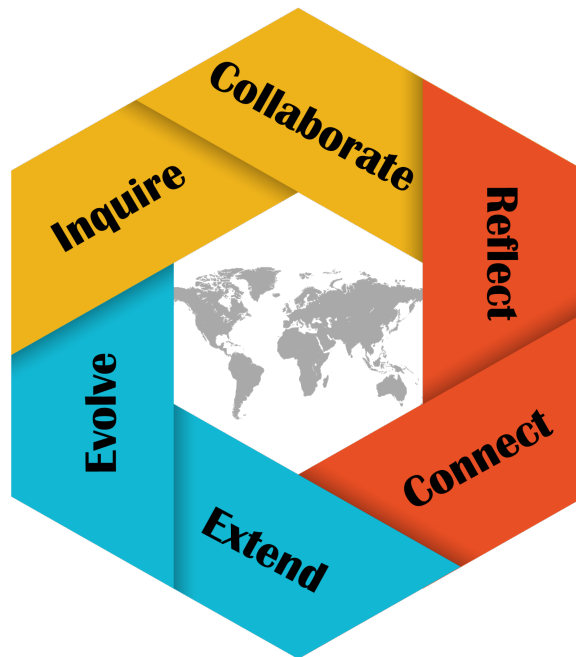# Manav Rachna International School (MRIS)
(IB World School for Diploma Programme)
(IB candidate school for MYP & PYP) *

ACCESS AND INCLUSION POLICY

MRIS Vision

MRIS aspires to empower learners to become ethically responsible global agents of change.

MRIS Mission

MRIS is committed to provide a safe, inclusive, dynamic learning environment to foster an internationally minded community of compassionate, reflective, and thriving lifelong learners. *(Reviewed July 02,2023)*

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."

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Aims and Objectives

● To enable stakeholders to have a clear understanding of 'inclusion'.
● To describe how inclusion is facilitated in a culture of acceptance, collaboration, mutual respect, support and problem-solving involving the legacy community.
● To ensure the roles, rights and responsibilities of all stakeholders towards an inclusive education are communicated and understood.

Inclusive education aims to cater to each student's diverse educational and cultural needs, considering their learning styles, within the framework of the IB.

Inclusion and What It Means

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers to learning. It embraces the view that individual differences are a source of diversity which can enrich the lives of learning of others (Hockings 2010). The earliest examples of inclusion focused on access to mainstream education in response to the exclusion of students with Special Learning Needs, however International Baccalaureate Education emphasizes the importance of enabling learners to participate/engage fully and progress in order to achieve their full potential.

-        *Learning Diversity and Inclusion in IB Programmes.*

(Education Brief – Inclusive education, UCLES, October 2020)

IB-Beliefs:

● The International Baccalaureate (IB) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes.
● This Access and inclusion policy aims to establish standards and best practices in access and inclusion in IB World Schools so that all students can fully participate in their IB education.

Compliance with Indian Inclusion Laws:

● The school is committed to complying with relevant legislation in India, including the Rights of Persons with Disabilities Act 2016. We ensure that the rights and needs of individuals with disabilities are protected and upheld within our school community.

● Additionally, we adhere to the guidelines and provisions set forth by the Ministry of Education and other regulatory bodies responsible for promoting inclusive education in India. By following these laws and guidelines, we ensure that individuals with different abilities at MRIS School have the necessary support, accommodations, and inclusive opportunities they require to thrive in our educational environment.

At Manav Rachna International School, we are committed to providing an inclusive educational environment that upholds the values of diversity, equity, and inclusion as advocated by the International Baccalaureate (IB) organization.

We believe that every student deserves equal opportunities and support to thrive academically, socially, and emotionally regardless of their background, abilities, or learning style.

We believe in supporting each student to the best of their potential and reaching out to them with equal rights, equity, and solutions.

"In all IB programmes, teaching is designed to remove barriers to learning. Teaching is inclusive and values equity and diversity. It affirms students' identities and aims to create learning opportunities for each student to develop and pursue appropriate personal goals."
- 		*Learning Diversity and Inclusion in IB Programmes. (2013:6)*

"Inclusive education is facilitated in a culture of collaboration, mutual respect, equity, support and problem-solving involving the whole school community."
Learning Diversity and Inclusion in IB Programmes.

Manav Rachna -Philosophy and Beliefs

● Every student is capable of learning and learns at his/ her own pace
● All students have access to an appropriate education that provides them with the opportunity to achieve their potential.
● The school will do its best to anticipate the needs of a pupil/ member of staff with mild to moderate learning needs before he/ she joins the school.
● The school ensures that policies/ systems are in place to promote inclusive provision/ practice.
● Collaboration is the key to mitigate challenges to learning and all key stakeholders play a pivotal role in the intentional planning and implementation of the inclusive program.
● Instructions are to be differentiated to meet individual learning needs
● Irrespective of their caste, creed, sex or economic background, children must be given a chance to experience life at our school including children who learn differently.

● The school incorporates systems/ structures that help in identifying and responding to individual learning needs to the best of its resources/ capacity.

● Teaching faculty continue to maintain high expectations for the learning of all students by

supporting, challenging or extending their learning experiences in
accordance with what's being observed.

● The approach at school has increasingly become associated with the principles of Universal design for learning (UDL) which promotes flexibility in teaching and learning by providing learners with multiple means of –
a) representing their knowledge/ information
b) demonstrating their understanding
c) engaging in their learning journeys.

At Manav Rachna, we are committed to providing an inclusive education policy that aligns with the core principles of the International Baccalaureate (IB) organization and National Education Policy 2020 and RPWD Act -2016.

The school believes in enrolling and providing meaningful and equitable access to education for all students aged 3 to 18 Years, regardless of their learning style, strengths, challenges, values, and cultural backgrounds.
(The school is dedicated to offering inclusive education services that cater to the diverse learning needs of students with mild to moderate specific learning disabilities, students with mild autism, students with gifted intelligence with or without associated difficulties and ADD/ADHD, encompassing various cultural backgrounds.)

We are fully equipped and prepared to create an environment where every student can thrive and succeed, regardless of their unique challenges or cultural heritage.

The inclusive education philosophy at Manav Rachna embraces diversity, fosters respect, empathy, equity and enables all students to reach their full potential.

It is the responsibility of all educators, supported by the community, to develop optimal learning environments and promote a positive classroom ecosystem conducive to supporting the learning of all students requires that:

Figure - Optimal environments enable IB learners.

Meeting student learning diversity in the classroom: Removing barriers to learning

Support at MRIS

MRIS currently caters to mild-moderate challenges and recognizes its limitations in providing intensive support for learners with cognitive or developmental disabilities. The school support early interventions and the well-being of students with learning diversities and facilitates differentiated teaching-learning methodology would entail accommodations, consultancy among teachers, in-class support for small groups, targeted instruction, implementation of individualized plans and tracking of personalized goals as well as external support therapies.

The school takes a call on a case-by-case basis based on the requirements of the student and ensures accessibility to factors that contribute to the success of the learner.

Collaborative Stakeholder Engagement for Inclusive Education at Manav Rachna School:

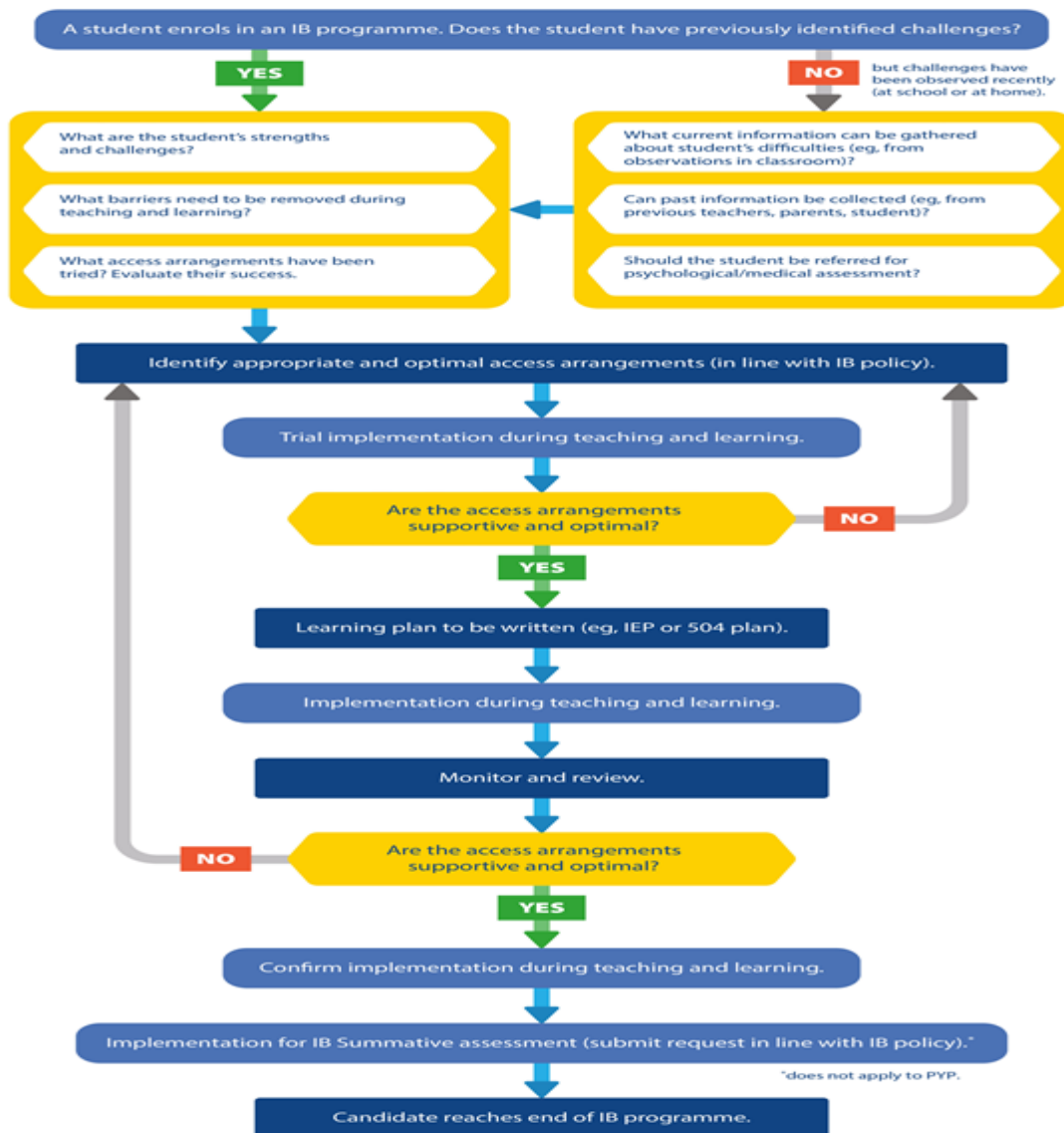|	
Leadership:	Leadership sets the foundation for an inclusive culture, ensuring policies and resources align with the goal of fostering an environment where every student can thrive.
Program Coordinator	Academic Coordinators collaborate with the IE Department to identify and support students with learning challenges, ensuring appropriate accommodations and access arrangements. They work with English and Math departments to address learning gaps, regularly observe student performance, and integrate differentiated planning into the curriculum. Communication with the IE Department is maintained throughout transitions to ensure continuity of support.
Homeroom Advisor:	Homeroom advisors actively engage with students, parents, and other stakeholders, fostering open communication and understanding to create a supportive atmosphere.
School Counsellor:	The school counsellor enhances the emotional and social well-being of students, providing guidance and collaborating with various stakeholders for a holistic approach to student development
ALS (Additional Learning Support) Team	The ALS team works closely with teachers, contributing expertise to implement targeted strategies that support students facing learning challenges
Students:	Students actively contribute to an inclusive environment by fostering acceptance, understanding, and support for their peers, creating a positive and inclusive school culture.
Parents:	Parents collaborate with teachers and actively participate in meetings, providing valuable insights into their child's needs, ensuring a strong partnership for their child's educational journey.

Key Principles: For inclusive learning

1. **Student Well-being and Support:** The well-being of our students is the school's priority for fostering a safe, nurturing, and inclusive environment that promotes positive mental health and emotional resilience.

2. The school provides comprehensive support services, including counseling, social-emotional learning programs, and access to specialized learning support, ensuring every student feels valued, supported, and empowered to succeed

3. **Access and Equity:** The school provides equitable access to all students in the IB curriculum and educational resources.

4. **Differentiation and Personalization:** This enables the school to cater to diverse learners, adapting teaching methodologies, assessment practices, and curriculum delivery to ensure each student's success.

5. **Collaboration and Partnership:** The school environment encourages open communication, cooperation, and shared responsibility to create a supportive network that effectively addresses our students' diverse needs.

6. **Inclusive Curriculum and Pedagogy:** Opportunities are provided for students to explore diverse cultures, perspectives, and experiences, fostering empathy and awareness.

7. **Regular support for inclusive classroom strategies** in collaboration with mainstream classroom teaching ensures an inclusive learning environment, provisions individualized learning teaching pedagogical support based on individual skill-based Individualized Education Programmes (IEPs).

8. **Professional Development:** The school encourages continuous learning, collaboration, reflection and empowering educators to create inclusive classrooms and promote equitable outcomes for all learners.

9. **Evaluation and Continuous Improvement:** Regular evaluation and review of inclusion policy, practices and outcomes to ensure their effectiveness and alignment with the IB guidelines.

Confidentiality of information

MRIS 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.

Inclusive access arrangements: Decision pathway

A student enrols in an IB programme. Does the student have previously identified challenges?

YES → What are the student's strengths and challenges?

What barriers need to be removed during teaching and learning?

What access arrangements have been tried? Evaluate their success.

NO but challenges have been observed recently (at school or at home).

What current information can be gathered about student's difficulties (eg, from observations in classroom)?

Can past information be collected (eg, from previous teachers, parents, student)?

Should the student be referred for psychological/medical assessment?

Identify appropriate and optimal access arrangements (in line with IB policy).

Trial implementation during teaching and learning.

Are the access arrangements supportive and optimal? — **NO**

YES

Learning plan to be written (eg, IEP or 504 plan).

Implementation during teaching and learning.

Monitor and review.

NO — Are the access arrangements supportive and optimal?

YES

Confirm implementation during teaching and learning.

Implementation for IB Summative assessment (submit request in line with IB policy).*

*does not apply to PYP.

Candidate reaches end of IB programme.

IB- Access arrangements and learning plans will be monitored and reviewed throughout a student's IB program and application for access and accommodation will be applied to the IB-MYP/DP Examination cell with all the necessary requirements.

Structure and Process-At MRIS

MRIS has adopted the Multi-Tiered System of Supports (MTSS) framework as an approach to cater to students' needs as per school-inclusive education principles in compliance with IB philosophy and National Board philosophy. This three-tier approach provides a method of early identification and intervention that aims to help struggling students to catch up with age-appropriate levels of performance.

The aim of adopting this framework at school is to ensure that appropriate support systems are sorted at multiple levels with the goal of moving these students into reduced interventions as they progress. The flexibility of this framework allows students to move from tier to tier as needed, without prescribed timelines.

The MTSS incorporates a problem-solving process and is critical to making the instructional adjustments needed for continual improvement in both student level of performance and intervention, problem-solving is used to match instructional resources to educational needs. Teams continue to engage in problem-solving to ensure that student success is achieved and maintained.

The four critical steps of the ongoing problem-solving cycle are:
- To define the problem or goal - What is the need?
- To analyse the problem and relevant data- Why is it occurring?
- To implement an intervention plan- What are we going to do about it?
- To evaluate the intervention for effectiveness- Is it working?

Tier 1 – Universal Support (The whole class)

• All students in the general education classroom are in this tier. Teachers use instruction that's proven to work.
• Tier 1 support is the responsibility of all stakeholders for all students at MRIS.
• It could be defined as high-quality differentiation and personalization in every classroom, and focuses on each student's zone of proximal development, and offers access to learning and inclusion at MRIS.
• A student who is identified to be struggling in a specific area moves to Tier 2.

Tier 2 – Targeted intervention (Small group interventions):

• The class teacher is the first point of contact, and students who have been identified with challenges are referred to the Student Support Department.
• These students still attend Tier 1 lessons with the rest of the class and receive targeted support through small group/ paired lessons, depending on the nature and severity of the concern. It can also mean special teaching, called interventions. These interventions are intentionally planned for a short duration and are created based on the evidence of concerns observed.
• As part of interventions in Tier 2, the IE shares strategies to be implemented within the general classroom as well as at home based on the specific skill areas identified.
• All stakeholders implement these strategies in their respective environments for the identified students and closely collaborate with the IE team that reviews the implementation of the same.
• Intervention at this point is built upon academic rigor believing that every student is capable and can better their skills with specific, time-bound support. Hence, students are supported for a maximum of 2 cycles, each cycle being 8 weeks; after which a formal external psycho-educational evaluation is asked for by the school in order to rule out assumptions and identify the root cause. Failure to get an evaluation for more than 3 consecutive working months from the time of request, might pose a barrier to the support being provided at school due to lack of clarity in the areas of specific concern.
• This might lead to weaning off the child from the ALS support with distinct supervision and intervention by subject facilitators in collaboration with the ALS team.

Tier 3 (Individualized support):

• Tier 3 contains more focused and targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction that are provided to students with the greatest need for personalized attention.

• Tier 3 support is typically longer term in nature in terms of interventions and qualified for accommodations or modifications.

• The interventions are meted out through a carefully structured Individual education plan and are reviewed every 6 weeks by the ALS team in the Inclusive Education team. In some cases, students are recommended therapies outside of school simultaneously, as per need, and the IE team collaborates with them as well, ensuring the interventions cater to the 'whole child'.

[Special Education-Additional Learning Support-SOP-PYP-July 24 -By IE-Team (5).docx - Google Docs](#)

Inclusive Education

Most students with Learning Diversities can actively participate in the regular class curriculum and attempt regular class assessments with minimal accommodations. However, some students may require modifications of the curriculum-teaching, learning and evaluation pedagogy to help them achieve their maximum potential.

At Manav Rachna International School, the curriculum differentiations are done at different levels to meet the diverse needs of students to achieve IEP goals for students with moderate learning diversities:

1. In-class support: To ensure effective curriculum implementation, students may receive the support of an Additional Learning Support Teacher in the classroom in collaboration with the homeroom and subject teachers. Teachers work alongside the students, providing in-class support to facilitate their engagement and understanding of the curriculum.
2. Modified Assessments: Some students may benefit from adapted assessments when the volume of study and testing becomes overwhelming. These assessments are tailored to allow the student to tackle them independently, based on their current functional level of understanding.

Pre-Requirements for Modified Assessments and Inclusive Education Documentation:

To avail of modified assessments, the documents required are:

• A formal assessment report from an RCI-authorized clinical psychologist is required. The level of modification provided will be determined based on the severity of the student's challenges as outlined in this report.
• The IE, in consultation with the Pedagogical Leadership Team (PLT) and Head of School(HOS),

will make decisions regarding adaptations and accommodations for inclusive education, including modified assessments.

- These decisions will be documented as part of the student's inclusive education plan, ensuring clarity and consistency in support.

- The responsibility for modifying class work and assessments rests with both the Form/Subject teachers

- and the Individualized Academic Support Team, who collaborate to ensure appropriate adjustments are made to meet the specific needs of each student.

Access arrangements (MYP & DP)

The International Baccalaureate 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(s) 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 with the support required. The details of the arrangements are shared below -

Arrangements not requiring IBO authorization.png Arrangements Requiring IBO Authorization

Here are a few examples of modifications that may be implemented:

1. **Differentiated Instruction:** Teachers may use various instructional strategies, materials, and resources to tailor the learning experience to accommodate diverse learning styles, abilities, and interests.
2. **Accommodations:** Students may receive specific accommodations, such as extended time for assignments or assessments, the use of assistive technology, preferential seating arrangement during assessments or any other specific additional support from an Additional Learning Support Teacher
3. **Alternative Assignments:** In some cases, students may be provided with alternative assignments that align with their individual learning goals and abilities, allowing them to demonstrate their learning and understanding in different ways.
4. **Individualized Learning Plans (ILPs):**
For students with more significant intelligence (Gifted intelligence) or with emotional/academic challenges(Students with Learning Diversities), an ILP may be developed, outlining specific goals, strategies, and accommodations tailored to their unique needs.

- Learning plans acknowledge student strengths and interests.

- Learning plan development is a collaborative process and documented

- Learning plans are focused on individual strengths and challenges rather than medical and psychological labels.

- Learning plans are properly integrated with the technologies the student uses in and out of the classroom.

- Learning outcomes are considered relevant by students, parents and teachers.

- Teaching and learning strategies are linked to the IB approaches to teaching and learning skills and the IB learner profile.

- Learning and learning progress are evidence-based.

- Learning plan meetings are student-led.

- Learning plans respect confidentiality.

- Learning plan development considers the local context and legislation, where appropriate.

5. Extra Time: Students may be given additional time to complete assignments or assessments to ensure they have sufficient time to demonstrate their understanding and abilities.

6.Use of Amanuensis: Some students may require the support of an amanuensis, who can

assist them in writing or typing their responses during assessments.

7.Increased Font Size and Writing Space: For students with visual impairments or fine motor challenges, the font size and writing space may be adjusted to enhance readability and enable them to express their thoughts more comfortably.

8.Modified Question Formats: Questions in assignments or assessments may be modified to include more multiple-choice, true or false, complete the statement, or other formats that provide students with different options to respond. This variation aims to cater to diverse learning styles and accommodate individual needs.

Entry-Exit - Consent to enroll on ALS-Support/Weaning off Procedure:

The entry to the program is through referrals
• Identification of learners within the school setting is facilitated through referrals by Teachers, Parents, Coordinators, Student Support and HOS, with completion of referral forms.
• Utilization of prior documented history and other credible sources for identification purposes.
• The Homeroom teacher collaborates with the Student Support Department when encountering concerns about a learner.
• Screening and Referral forms to be filled by the home room and specialists.
• The Student Support Department Team conducts observations or informal assessments/checklists, as needed, to evaluate the child.
• Based on the evaluation, the Student Support Department determines the child's eligibility for participation in the program and the need for additional support.
• The team, in conjunction with the coordinator, initiates communication with parents to conduct a meeting addressing the screening outcomes and outlining the subsequent steps for the learner.
• Following parental consent, an informed consent form is obtained.
• If the learner continues to face challenges despite interventions at the school and classroom levels, they may be advised to seek specialized support externally.

• If the learner's concerns are adequately addressed by the end of the year, an exit from the program may occur after a comprehensive feedback Review and a mutual consent involving all stakeholders.
• Weaning off procedure will have 6 months of post-distant supervision by the ALS-inclusive education team and homeroom and subject teachers and the regular independent feedback by homeroom and subject teachers will be shared with parents
and the ALS team along with SMT/PLT.
• Weaning off distant supervision feedback will decide upon a further course of action with parents and teachers with mutual consent to leave the child independently in class/ or to restart support.

Documentation of inclusive education

The 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.

The case report includes medical reports, psychological evaluations test report, observations from the school counselor, subject teachers and homeroom and IEPs.

- The action plan is regularly monitored and tracked to assess the progress made by the student with regards 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 towards achieving the set objectives. These trackers are closely monitored by the Counselling Department and the Inclusion Department.
- Trackers provide teachers with an opportunity to reflect on the applied teaching strategies and the progress made by the students.
- Provision of photographs and audio and video recording facilitates close monitoring of the student's progress.
- Individual session reports pertaining to emotional, behavioural and social needs that are maintained by the school counsellor.
- All these documents are case-sensitive. Depending on the severity of the situation, the counsellor will share the sensitive information directly with the Head of the school.
- IEP Review – every three months along with the class curriculum progress report.
- Formal assessment report after every 3 years.

Evidence of candidate's need

Access arrangements must be based on evidence of the candidate's barrier to assessment and evidence of the candidate's need. The evidence of need will vary depending on the disability and the access arrangements you are applying for. Evidence must meet the following criteria:

1. Evidence of need should clearly outline how the disability, illness or learning difficulty presents a barrier to the assessment

2. Evidence must be dated within four years of the exam and verified by a suitable professional, for example, a medical professional, an educational psychologist, a clinical psychologist, an occupational psychologist or an appropriately qualified specialist teacher.
3. The professional must sign and date the evidence and include details of their relevant qualifications.
4. Supporting evidence must be in English. Any translated evidence must be signed by the original author, a legal representative, or by the Head of the Centre and one other member of staff.
5. Where relevant, the supporting evidence must contain scores from psychometric assessments for the candidate. These tests should provide standardized scores for candidates showing them to be 'below average'. 'Below average' is represented by a standardized score of 84 or below on a test/tests taken within four years of the exam series. It does not mean 'below average standard' in a center.
6. Where an exemption is needed we must hold evidence showing the candidate has covered the content of the whole syllabus, including the component from which they are exempt. This may include evidence of their classwork, coursework, mock exams or assignments. We should still have evidence of need that meets the criteria within this section.

7. Where a word processor is needed solely due to illegible handwriting, we should keep samples of the candidate's handwritten classwork as evidence.
8. If a scribe is needed in language exams, and the candidate may benefit from not dictating all words letter by letter, we must include a strong written justification as part of your evidence of need. This justification should explain why this access arrangement is appropriate. We should still have evidence of need that meets the criteria explained in this section. This written justification should be signed by

an appropriate member of staff.

9. IB may ask us to provide them with the evidence we have used to support our access arrangement applications and/or modified paper requests. The evidence must meet the criteria listed in this section, as well as the corresponding regulations for the relevant access arrangement.

The Head of School appoints and manages the person(s) performing these roles. The person appointed must be a responsible adult who understands and follows regulations. They must be fully capable of performing the role. The candidate must know and accept the person(s) performing these roles:

1. Human reader
2. Scribe
3. Practical assistant
4. Prompter

Fostering Inclusion through Student Support Service- Counselling

In our commitment to fostering an inclusive educational environment, we recognize the essential role of the Student Support Service Department. Our Student Support Service Department handbook serves as a cornerstone of our inclusion policy, providing a comprehensive framework for ensuring that every student, regardless of their background, abilities, or challenges, has equal access to the support they need to thrive. Our approach to inclusion is grounded in the belief that diversity enriches the educational experience, and by providing counseling services that are sensitive to individual needs, we empower students to overcome obstacles, develop their full potential, and actively participate in the school community. This handbook outlines our strategies, resources, and principles to enable every student to feel valued, respected, and included.

Compliance with Programme Standards and Practices

As an IB candidate school, we align with the Programme Standards and Practices (2014):--This can be given.

Standards and Practice 2014	Practice at MRIS
A9: Supporting access to the IB program and philosophy.	We support our students in understanding, imbibing, experiencing, exploring and living the philosophy of being a lifelong learner and by developing learner profile attributes which is evident in our mission and philosophy.
A:9A: The school implements the PYP as an inclusive programme for all students.	All students are engaged in classroom settings by designing open-ended engagements and assessments being mindful of students' learning needs and style. Students with specific learning needs are supported with additional sessions one on one in consent with the parents depending on their goals They are further supported by SEN, Subject specialist teachers in the class setting also
B2:8: Providing support for students with learning and/or special educational needs and their teachers.	We at MRIS are very mindful of acknowledging every child consciously to avoid any child developing a feeling of being tagged under some particular learning group. We are proud of our school culture in supporting every child in his learning

	journey with love, care , support , respect and acceptance .
B2:9: The school has systems in place to guide and counsel students through the programme(s).	Supporting, guiding, counseling students during their learning journey, to meet their needs and learning styles. Effective use of infrastructure space to incorporate varied learning spaces and environment to make the process of learning experiential in nature. Teachers conduct and support student's needs – physical, social and emotional – identity and interaction scope and sequence requirements to be met
C1:6: Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.	Unit planners address strategies and learning engagements designed respecting and giving various opportunities to support needs and styles of students' learning requirements. Implementing various grouping strategies to have meaningful
C3:3a: Teaching and learning addresses the competencies, experiences, learning needs and styles of students **B2:4:** The school provides dedicated time for teachers' collaborative planning and reflection. B2:4	learning. Counselor , SEN and teachers come along in collaborative meetings to identify learning needs and styles through opportunities like remedial sessions , Counseling sessions and IEP for students to enhance learning opportunities for students. Which is further explored with the consent of the parents Grouping and regrouping students for various learning opportunities.
C3:10: Teaching and learning differentiate instruction to meet students' learning needs and styles.	At MRIS teaching and learning differentiation in the learning engagements-graphic organizers. Grouping and regrouping of students for various activities, events and learning engagements Recorded in the unit planners Assessments strategies or styles executed within the classroom Grouping and regrouping of students by the specialist for various activities and events
C4:3: The school uses a range of strategies and tools to assess student learning	We allow for differentiation in curriculum planning /schemes of work based on knowledge of individual children through teacher assessment and understanding of different backgrounds and various teaching styles. Teachers use a range of strategies to meet student's special educational needs. Learning engagements are designed with differentiation and being mindful of students' learning needs and styles defining learning objectives and also use assessment to inform the next stage of learning. Being explicit in engagements help the transparency in communication of purposes and outcomes of the assessment process are understood by all.

Connection with other policies

A cohesive Inclusion policy is integral to admission, language, and assessment policies, fostering equitable opportunities. It ensures fair evaluation, supports diverse learners, and promotes an inclusive educational environment, facilitating effective communication and understanding. **(For further details refer to the Language, Admission and Assessment Policy available on Toddle)**

Review Process

The Inclusion Policy is a working document and is reviewed annually by the Pedagogical Leadership and Faculty. The next review will be conducted in July 2025.

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4. UNESCO. (2017). A guide for ensuring inclusion and equity in education. UNESCO.
5. The rights of persons with disabilities act, 2016." India code,

APPENDICES/Annexures
- MRIS Student Support Department Handbook
- REFERRAL FORM
- IEP CONSENT FORM
- INDIVIDUALISED EDUCATION PLAN
- https://docs.google.com/document/u/2/d/1nkHYBlG5k1MNYJPeA83J2viog_SMHl6g/edit?usp=drive_web&ouid=113922852345965029343&rtpof=true (ALS Support)
- IEP FORMAT--PYP- Blank format-July 24.docx - Google Docs
- ALS FORTNIGHTLY UPDATES-BLANKS COPY.docx - Google Docs
- Junior School-PYP-6 Years to 9 years+ Referral Form-July 2024.doc - Google Docs
- withdrawal Form-secondary.docx - Google Docs
- IEP- Goal setting - MYP (1).docx - Google Docs
- Teacher referral form--MYP-JULY 24.docx - Google Docs
- Early Years-PYP-Referral forms for Inclusive education support-Intervention-July 24.docx - Google Docs
- https://docs.google.com/document/u/2/d/1mifr--QxEZ8dBUT1XRh9HCnk6S9fU2Ta/edit?usp=drive_web&ouid=113922852345
- https://docs.google.com/document/d/1V7rSLTx1aLF5nr8CBUlXQW6K6ZVR6u2U/edit?rtpof=true