

A large, semi-transparent globe graphic is centered on the page, featuring a green and yellow color scheme. The globe is surrounded by a circular border with a gradient from green to yellow.

IB INCLUSION POLICY

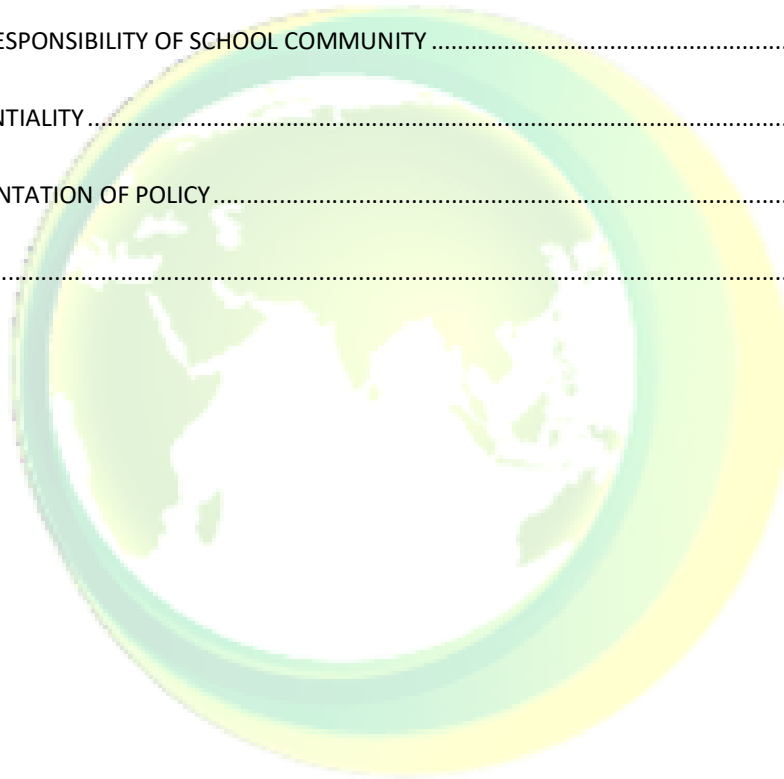
SCHOOL CODE: 062884



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1. MISSION STATEMENT

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IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.¹

MELUHA VISION STATEMENT

“Empower students with knowledge, 21st century skills and values deeply rooted in our culture, that will make them lifelong learners and productive global citizens.”

MELUHA MISSION STATEMENT

“To provide engaging, experiential learning with 21st Century pedagogy in conformance with the National Education Policy 2020. The endeavour is to be student-centric and immersive, while imparting knowledge to students that can be put to use in the real world, and to do so in an interactive and robust learning environment. The Meluha International School (MIS) experience will be defined by academic rigour and excellence, as well as through vibrant co-curricular activities giving students a global perspective in their approach”.

2. 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. IB learners strive to be:²

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.

Our philosophy is to offer a holistic educational experience to our students with a curriculum that is global, digital and experiential.

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3. INCLUSION PHILOSOPHY

Diversities and differences are crucial in an environment where all registered students should have fair and meaningful access to the curriculum. The school aims at making learning accessible to everyone.

Meluha School relies on the conviction that inclusion is the ability to comprehend each child's needs and be able to meet them by working at their level. With a learner-centred approach, Meluha school strongly believes in providing quality education to all children.

WHAT IS INCLUSION POLICY?

Inclusion in simple terms is the act of including. It is a way of thinking and acting that creates a sense of belonging, safety, and value for every individual.

Meluha School aims to embrace all individuals regardless of race, gender, disability, medical or other need, culture, age, religion, or sexuality, allowing access and opportunities and getting rid of discrimination, distress and intolerance. Meluha supports the IB belief that a diverse student body can be incorporated into the IB Programmes as a resource and an opportunity.

4. AIMS AND OBJECTIVES

- Equalize the opportunity for each student without diluting rigour in education.
- Ensure that all students can access learning.
- Integrate everyone into a classroom atmosphere while providing individualised curriculum support.
- Adapt to the need of student.
- Attempts to protect each student's best interests.
- Every student should feel successful at every step of the learning process.
- Improve quality of education by promoting individual differences between students as a source of richness and diversity
- Encourage social equality.

MIS seeks to provide continuous and consistent learning support to all students which include the appropriate skills training, support, and methods so they can be effortlessly integrate into the real world.

5. MELUHA'S INCLUSION PRACTICES

- Infrastructure aligned to the needs of the students aimed at providing a barrier-free environment for learning.
- Collaborative teaching as a model in practise
- Adaptation of curriculum to access learning.
- Intervention, adaptation, or accommodation to improve the accessibility of the curriculum content, teaching methods, and evaluation for every student.
- Guidance and counselling for socioemotional development

The four principles of IB that encourages equal access to the curriculum for programme and takes the full person into account.

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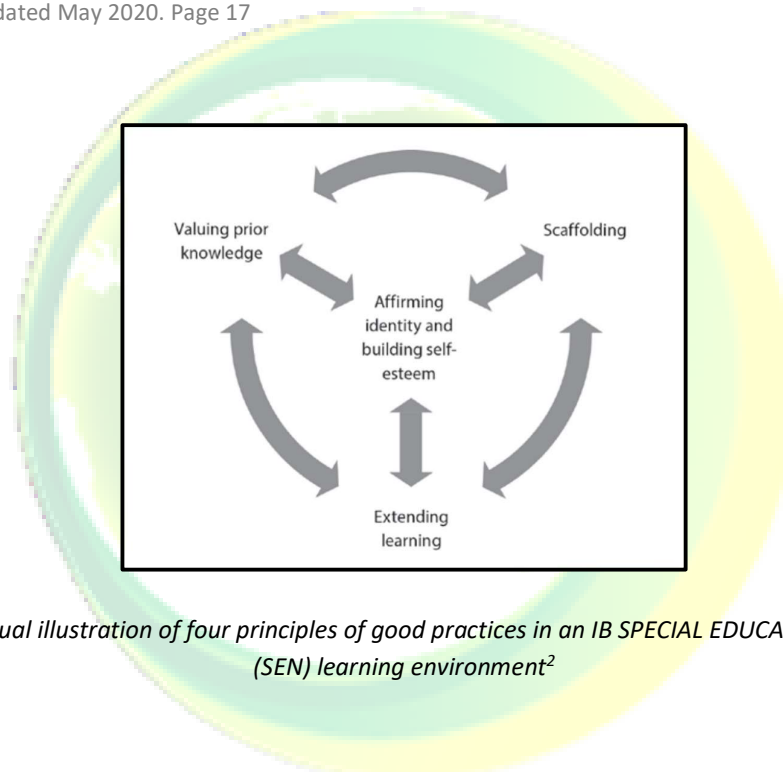


Figure 1: Visual illustration of four principles of good practices in an IB SPECIAL EDUCATIONAL NEEDS (SEN) learning environment²

6. INCLUSIVE ACCESS ARRANGEMENT for assessments

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

1. By identifying and removing barriers, inclusion aims to increase access to and engagement in learning for all students.
2. Some candidates may be at a disadvantage because they are unable to demonstrate their degree of achievement under the standard assessment procedures and evaluation circumstances. Any fair modification for a certain candidate that addresses his or her special requirements will be considered.

3. Individuals with special requirements for learning are candidates for inclusive assessment systems, including:
 - Learners with learning disability or specific learning disability
 - Learners with mild ADD/ADHD/other mild difficulties and Suicidal tendencies.
 - Sensory challenges such as hearing impairment, visual impairment.
 - Communication disorders such as speech impairment and oral language disorders
 - ASD (autism spectrum disorder)
 - Other behavioural and medical conditions

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

5. ROLE & RESPONSIBILITY OF SCHOOL COMMUNITY

ROLE OF SCHOOL

- i. To support the programme staff to meet the students' needs, to provide necessary infrastructural support and provide an inclusive learning environment.
- ii. To arrange support for assessments as deemed necessary as per IB guidelines.
- iii. To maintain discretion and aiding in the provision of inclusion services
- iv. To give faculty and staff the necessary training to successfully implement differentiated teaching and learning support requirements.
- v. To ensure progress development of the student and assess the need for any additional learning support.
- vi. To provide support to teachers to be able to identify the signs of learning needs so that these can be dealt with by the counsellor or external assessment.
- vii. To liaise with parents if a learning need is identified- so that the school can support the student and parents.

ROLE OF TEACHER

- i. To identify, observe, and document students with challenges inside the classroom.
- ii. To encourage and sensitize all students to take an active role in helping other students who need learning support, whether they be friends or other students
- iii. Practice differentiation in the learning teaching in the classroom to provide support to the students who may require it.
- iv. To prepare the instructional resources and materials that are in line with the objectives.
- v. To implement the assistance plans developed in collaboration with the SEN support team and coordinators.

ROLE OF SCHOOL COUNSELLOR

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

ROLE OF PARENT

Parents must disclose any prior history of learning difficulties faced by the student and to work closely with the school to ensure a supportive environment for the student.

Parents are expected to liaise with the school should a learning need be identified. The parents are required to follow the guidance provided by the school.

Parents play an important role in their child's success by providing a supportive and encouraging environment, promoting critical thinking and problem-solving skills, and maintaining open communication with teachers and the school.

ROLE OF STUDENT

- i. Students are encouraged to approach the behavioural counsellor to discuss any difficulties faced by them.
- ii. Students to be sensitive and caring towards other students.
- iii. Instances of bullying or belittling a student with learning needs is not acceptable behaviour.
- iv. If facing any difficulty in learning or understanding in the classroom, students are encouraged to approach the teachers to develop customised individual learning plans (ILPs) to help cope with the difficulties.

6. CONFIDENTIALITY

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

Assessment principles and practices—Quality assessments in a digital age 2018

7. IMPLEMENTATION OF POLICY

The policy will be published on the school website and will be introduced to the entire Meluha community. New staff will be familiarised during the induction and will be introduced to parents during orientation.

The policy shall be reviewed annually to incorporate any improvements and changes proposed by IB.

Reviewed by	Date of review	Date of next review
Anjali Razdan, Head of School	14 March 2023	13 March 2024

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1. International Baccalaureate. November 2019. What is an IB education? IB Mission Statement. p 6.
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