



**D Y PATIL**  
**INTERNATIONAL SCHOOL**  
WORLI

# **Inclusion Policy**

## **Our Vision**

We aspire to be a school from which students gain a sense of personal accomplishment, self-confidence and a lifelong love for learning. By fostering critical thinking through the inquiry process, our students develop a broad range of competencies for their future endeavors. We value a strong partnership where parents contribute to the education and success of their children.

1. We foster a well-qualified, highly-skilled and approachable faculty, and expect and support their professional development.
2. We inspire our students to strive for excellence in all aspects of their development: academic, intellectual, creative, social, physical and emotional.
3. We expect our students to become productive individuals and principled world citizens.
4. We respect every individual and every culture in our community. We believe that our diversity of cultures, languages and experience is a source of strength, inspiration and knowledge.
5. We promote the exchange of ideas and an atmosphere of openness amongst students, faculty, parents and administration.

## **Our Mission**

To create a community of life-long learners working together in a caring, challenging and nurturing environment that encourages enthusiasm, International mindedness, independence and responsibility where academic and personal potential can be achieved.

## 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.

## IB Learner Profile

At DYPIS we strive to create learners who represent a profile that develops internationally minded individuals who help to create a better world.

Attribute	Description
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 theirs.
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 it.
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 Taker	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.

## Cambridge learner attributes

Cambridge learner attributes – confident, responsible, reflective, innovative, engaged have been an increasingly visible design principle in the curricula of thousands of Cambridge schools worldwide. The five attributes from Cambridge are a way of recognizing that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

Reference link:

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

## **Philosophy**

At DYPISW, inclusion is central to our philosophy—it reflects our belief in respect, empathy, and the inherent worth of every learner.

We are committed to creating an environment where all students feel valued, safe, and inspired to reach their full potential. By recognizing diverse learning styles, encouraging collaboration, and fostering international mindedness, we aim to nurture confident, compassionate, and reflective individuals.

Through continuous reflection and professional growth, our educators strive to remove barriers to learning and ensure equitable access for all. We see inclusion as an ongoing journey—one that empowers every learner to contribute meaningfully to the school community and the world beyond.

## **Purpose**

DYPISW believes that every child is unique and has different qualities, abilities, and attitudes. Our focus is on the child's self-esteem and consistent development of the characteristics mentioned in the IB Learner Profile. It recognizes and promotes international mindedness and responsible citizenship amongst the children. We aim to provide our students with a meaningful journey toward the learning curriculum through differentiation. We cater to individual needs by having a realistic approach to the resources available in the school. We enable our staff in being effective and efficient by encouraging them to enroll in personal and professional development courses which helps them in creating an inclusive the students in the classrooms.

We identify the learning style of the students, scaffolding the learning and differentiating instructions in the curriculum in order to make every student recognize their true potential. We believe in empowering our students to be aware of their improved outcomes in their academic and social skills along with creating a positive outlook towards self as well as others in order to develop positive relationships with each other in order to be effective members of the school community.

In this on going process, we provide our students with opportunities to experience collaborative teaching-learning approaches, and motivate them to develop multiple perspectives and have an open-minded approach.

## **Scope**

DYPISW practices inclusion by supporting students with different learning needs, specially abled as well as the gifted and talented. The goal is to provide consistent support for the varied learning needs of different students to help their holistic development. We believe that all students share equal opportunity to participate in all aspects of school life including academics, co-curricular, and extracurricular activities. Classroom facilitators are seen as primary to the provision of adaptive strategies.

## **Aims**

As IB states, 'Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.'

All the teachers work towards meeting the needs of each student by catering to their individual learning styles and helping them access the curriculum.

Some children may have a learning difficulty as observed either by the teacher or through in-class assessment procedures that could prevent appropriate progress from being made. On the basis of the difficulties experienced by the child, the policy ensures that effective strategies are given to support the child.

## **Salient features of the Inclusion Policy**

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender, or disability.
- To create a welcoming, motivating, sensitive, and supportive environment for all students.

- To raise awareness among the staff about the needs of the students having disabilities/difficulties in order to develop differentiated learning strategies and work effectively as well as to provide regular training, coaching, and development for all staff.
- To understand differentiation in the form of content, process, and product needed for different individuals.
- To involve the student wherever possible in the planning of learning outcomes and goal settings.
- To identify the roles and responsibilities of all stakeholders and monitor student's progress regularly.
- To review needs and provisions termly for budgeting, planning, and resourcing for the Learning support team.
- To set guidelines about inclusive access arrangements made available in the school.
- To outline the protocol to refer students to external agencies for further formal/psychometric testing and counselling.

## **Objectives**

Some children may have a 'special need' observed either by the teacher or through in class assessment procedures that could prevent appropriate progress from being made. On the basis of the difficulties experienced by the child, the policy ensures that effective strategies are given to support the child.

All the teachers work towards meeting the needs of each student by catering to their individual learning styles and helping them access the curriculum.

## **Identification of Diverse Learning Needs of Students**

### **At the time of admission**

- At the time of admission, the senior leadership team has an informal interaction with the student and parent. During this interaction, parents are encouraged to share any specific learning needs of the student.
- For children diagnosed with special educational needs and/or disabilities we advise parents/guardians to discuss their child's requirements with the Admissions Team immediately so that the school can reflect on its capacity to support the child, ensuring the child is able to blend in the school. During the admissions process, we discuss any adjustments that can reasonably be made for the child if admitted. A parental undertaking is signed for supporting the student's learning journey.
- Parents are encouraged to share medical history, psychological, psycho-educational and any other therapy reports at the time of admissions.
- The student's academic performance of the past three years (for grade 1 above) is reviewed through report cards and skill-based assessment. On monitoring a consistently low performance in particularly English and Maths, the child is referred to the special educator for an informal assessment.

### **At school Students might be identified at risk of having a specific learning disability if:**

- He/She has a significant difference in chronological age and mental age.
- He/ She has a greater difficulty in learning than other children of the same chronological age as diagnosed by professional/consistently observed by the teacher and inclusion team.
- He/She is not able to use an educational facility due to any disability diagnosed by a professional/consistently observed by the teacher and inclusion team.

### **Students are not considered at risk of having a specific learning disability only because:**

- The difficulty faced by the child is due to him/ her being a first-generation learner.
- The difficulty faced by the child is because of him/her having a significant gap in the academic years.
- The first language is different from the language of instruction of the school i.e., students are second language learners of English.

## **Students who need additional language support**

At DYPISW, multilingualism and translanguaging is practiced in the early years as our students use English as a second language. The school recognizes that learning a second language is a developmental process that occurs over time. From the early years onwards, a lot of focus is laid on understanding English through listening and speaking exercises.

However, there are some students who meet at least one or more than one of the following conditions:

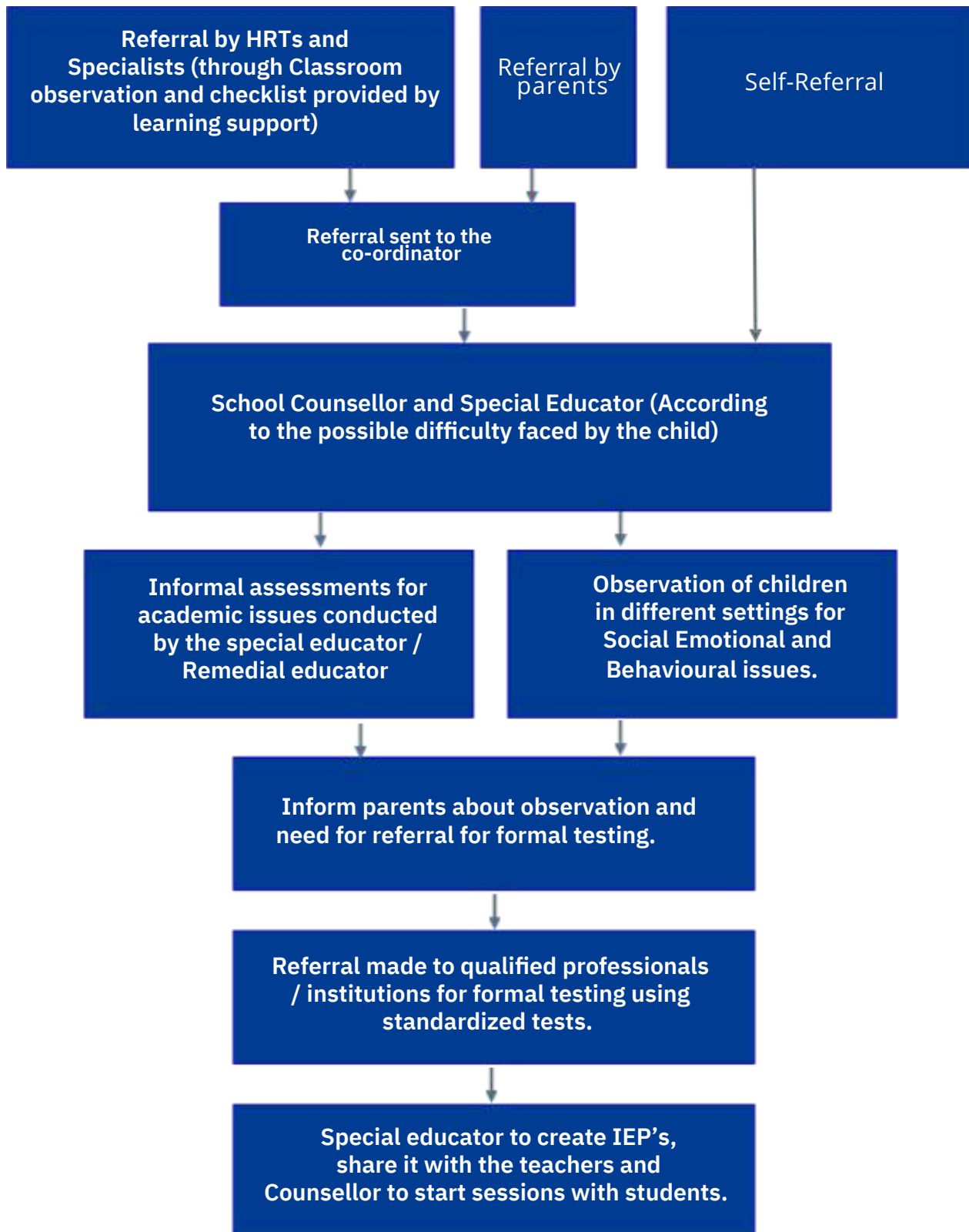
1. First generation learners of English.
2. No exposure to the English language at home.
3. Previous schooling was done where the medium of instruction was not English.
4. Have a weak foundation in English.

These students require additional support to enable them to access the school curriculum in a manner that allows them to reach their full potential. During the primary years, the special educator along with selected teachers conduct enrichment for identified learners to bridge the gap and create a strong foundation for language learning.

For other students, the needs for additional support are assessed, and appropriate differentiation in process, content and product are practiced in classrooms. The facilitators provide individualized instruction guided in some cases by specific learning goals and IEPs.

Various teaching strategies are implemented considering the different learning styles of each student. All students' language needs are determined through initial and ongoing assessments throughout the year. (Refer: Language Policy, DYPISW)

## The procedure for referral:



## Eligibility for seeking access arrangements

<b>Assessment Policy: Roles and Key Responsibilities</b>	
<b>Role</b>	<b>Key Responsibilities</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>- Take responsibility for learning through formative and summative assessments.</li> <li>- Seek and apply feedback/feedforward.</li> <li>- Improve skills, knowledge, and understanding.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>- Design varied assessments for student success.</li> <li>- Co-create tasks and success criteria with students.</li> <li>- Share assessment data with students and parents.</li> <li>- Collaborate for fair assessments, data analysis, and next steps.</li> <li>- Access the Programme Resource Centre and report to coordinators.</li> </ul>
<b>Coordinators</b>	<ul style="list-style-type: none"> <li>- Train teachers in fair assessment practices and tools.</li> <li>- Ensure alignment with curriculum standards.</li> <li>- Review curriculum/assessment practices with teachers.</li> <li>- Standardize grading and ensure assessment accuracy.</li> <li>- Provide rubrics to define expectations.</li> <li>- Offer prompt and clear feedback to students.</li> <li>- Maintain confidentiality and ensure fairness in discipline matters.</li> </ul>
<b>Parents &amp; Guardians</b>	<ul style="list-style-type: none"> <li>- Participate in assessment-related discussions and reviews.</li> <li>- Attend Teacher–Parent, Student-Led, and Three-Way Conferences.</li> </ul>

## Eligibility for seeking access arrangements (from assessment policy)

DYPISW offers support to students having various kinds of challenges such as Specific Learning disorder, slow learners, autism spectrum disorder (Mild), Mild hearing Impairment, ADD/ADHD, Communication and speech disorders as we practice inclusive Education. (Refer to DSM -V Criteria)

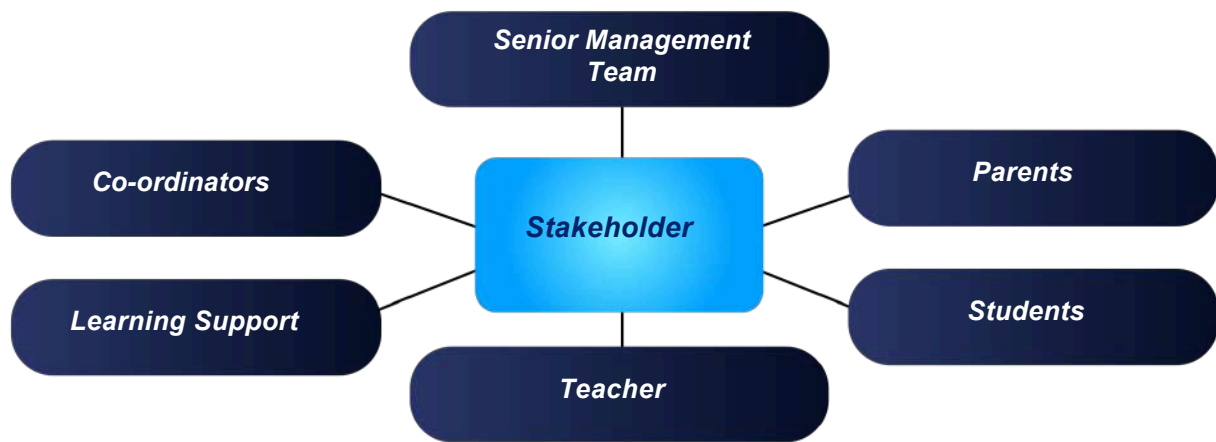
<b>Sr.no</b>	<b>Challenges/ Disorders</b>	<b>Description</b>
1	Specific Learning Disorder	SLD is a type of Neuro-developmental Disorder that impedes the ability to learn or use specific academic skills [e.g., reading (Dyslexia), writing (Dysgraphia), or arithmetic (Dyscalculia)], which are the foundation for other academic learning. Those who have LD usually have an IQ above 90.
2	Autism Spectrum Disorder	Autism is a neuro- developmental disorder affecting communication and interaction and students tend to show restricted, repetitive patterns of behavior, interests, or activities.
3	Mild Hearing Impairment	If one can only hear sounds when they are below 40 dB, one might have mild hearing loss.
4	ADHD/ADD	Symptoms of inattention and symptoms of hyperactivity/ impulsivity must have persisted for $\geq 6$ months to a degree that is inconsistent with the developmental level and negatively impacts social and academic/ occupational activities.

## ACCESS ARRANGEMENT PROVISIONS AT DYPISW

At the discretion of the co-ordinator (or head of school), the following arrangements are permitted in Examinations.

- A student is permitted to take an examination in a separate room if it is in the best interests of the student or other students in the group. For example, lighting may be a particular consideration for a student with a visual impairment, or a room with an echo may be detrimental to a student with a hearing impairment.
- Furthermore, a student's condition or the nature of the special arrangement (for example, an amanuensis, a word processor) may disturb other students, in which case a separate examination room is justified.
- If the examination is taken in a separate room, all regulations governing the conduct of the IB/CAIE examinations will be observed. The student must be kept under the constant supervision of an invigilator.
- The co-ordinator may arrange for appropriate seating to meet the needs of individual students (for example, sitting near the front may be appropriate for a student with a visual or hearing impairment).
- A student may take medication and/or refreshments to alleviate a medical condition such as diabetes.
- A care assistant may be in attendance if this is necessary for the welfare or safety of a student. The assistant must not be another student or a relative of the student.
- A student who normally uses an aid (for example, a coloured overlay, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, coloured filter lenses) is allowed to use the aid in examinations.
- A student with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization.
- For a student who is colour blind, the co-ordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization.

# Role and Responsibility of the School in promoting and practicing inclusion



## Role of Senior Management Team of the school:

- During admission, the school gathers information about the student and makes an initial assessment of the student's needs. The student will be assessed if the resources are available to support the needs in consultation with the Learning Support team.
- Hold regular reviews with the Learning Support team.
- The Learning Support team takes the lead in coordinating the student's special educational provision, collaborating with the class teacher, who remains responsible for working with the student in the classroom.
- To encourage and support the staff members to understand and practice inclusion in their classes.
  - To hold workshops for teachers on identifying and understanding students with special needs, learning differentiation, etc.
- Identifying any barriers in the learning process and ensuring to provide a safe and motivating environment by removing any such obstacles.

## Role of Coordinators:

- Coordinating with the Programme specific Boards for inclusive assessment arrangements for grade 10 and grade 12 examination.
- Collaborating with the Learning Support team regarding students undergoing counselling and remedial sessions.
- To understand the difference between academic/behavioural/disciplinary issues.
- To hold monthly meetings with the Learning Support team to monitor and review the progress of students.

## **Role of Teachers :**

- To provide increased differentiation of class work in content, process, and product.
- To create an encouraging, enriching, caring, challenging, and nurturing environment that encourages enthusiasm, international mindedness, independence, and positivity.
- To explore ways in which additional support might meet the individual needs of the students.
- To collaborate with the Learning Support team when writing (Individual Education Programmes) IEPs.
- To identify the learning style of the students, scaffolding the learning and differentiating instructions in the curriculum in order to make every student recognize their true potential.

## **Role of Parents:**

- To recognise and fulfill their responsibilities as parents and play an active role in their child's education by attending meetings scheduled for discussing their progress.
- To have knowledge of their child's entitlement within the Policy.
- To have access to information, advice, and support.
- To appoint a shadow teacher after checking the credentials of the teacher and take care of the remuneration for the appointed shadow teacher.
- To empower students to be vocal about the difficulties they face (academic and social-emotional) and liaise with the school team to ensure everyone is informed.
- To provide the school with all the documents regarding their child's learning support requirements.
- To communicate to the school counsellor and the coordinator about any life-changing event in the student's life which might have a negative effect on the child emotionally or psychologically.
- To inform the school about any progress reports or changes regarding those requirements.
- To make referrals with relevant information when necessary on behalf of their child.

## **Role of Students:**

- To express their feelings and their needs.
- To participate in discussions.
- To be aware of oneself and to be courageous to seek help.
- To make self-referral in case they identify any difficulty in academic/social/ emotional/ behavioural issues.

## **Role of a Shadow Teacher:**

- Provide individualized support, shadow teachers tailor academic materials and activities to meet the student's specific learning needs.
- To support behavioral development, shadow teachers implement strategies to help manage the student's behavior, fostering positive classroom engagement and social integration.
- To monitor progress, shadow teachers track the student's academic and behavioral growth, providing regular feedback to parents and school staff.
- To collaborate with school staff, shadow teachers work closely with teachers and support staff to ensure consistent and effective strategies for the child's development.
- To maintain communication, shadow teachers act as a liaison between the school, parents, and the student, ensuring all parties are informed and aligned in supporting the child's needs.
- To uphold confidentiality and school policies, shadow teachers respect the privacy of the student and adhere to all school guidelines and ethical standards.

## **Role of the Learning Support Team:**

The Learning Support Team at DYPISW consists of a School Counsellor and a Special Educator.

- The Learning Support Team in collaboration with the Coordinator of that section and class teacher will continue to take a leading role and work closely with the students, teachers, parents, and the external advisory agencies.
- To make observations, review checklists and manage the school-based informal assessments that are made accessible to the HRTs and coordinators . (Refer to Annexure)

- To make arrangements for monitoring progress and review the child's functioning.
- To retrieve and review progress reports of therapies and update records of all students with special educational needs.
- To communicate regularly with parents of the students regarding their academic progress/challenges.
- To discuss and advise teachers about inclusion policy and differentiation practices contributing to the in-school training of the staff.
- There is no formal testing done in school. Students visit government approved hospitals or licensed practitioners for a formal assessment.
- To arrange appropriate access arrangements for children based on the diagnosis.
- In exceptional cases, when the student's needs cannot be met by the school; the school may refer the student to external professionals to enhance their development.
- Based on the IB and CAIE inclusive documents, develop guidelines about inclusive access arrangements offered and eligibility of candidates receiving these provisions.

### **Specific role of Special Educator:**

- To collaborate with the class teacher and other specialists to draw up an Individual Education Program (IEP) to set specific targets as per individual needs.
- To formulate and review the Inclusion Policy.
- To conduct workshops for students, parents, and teachers.

## **Responsibilities of Special Educator Development of an I.E.P.**

The Individual Education Program (IEP) is the basic component of special education programmes for students with learning disorders and other types of disabilities. It is made up of individual parts that act as a road map, establishing where your child is, where you want him/her to go, and how he/she will get there. (Refer to Annexure).

The progress of students receiving accommodations will be monitored and documented regularly.

### **Stakeholders included in an IEP team:**

- Special educator(s) at the school
- Student (when appropriate)
- Homeroom and subject teacher of the student
- Programme- specific Coordinator
- Parents

### **Specific role of School Counsellor:**

- To facilitate individual as well as group counselling sessions with students.
- To conduct counselling sessions with parents and teachers on a need basis to discuss the student's progress.
- A holistic approach needs to be undertaken by the counsellor and tailor to the individual needs of the students.
- To conduct workshops for students, parents, and teachers.
- The counsellor supports the student community through ownership of emotions, thoughts and actions.
- Collaborate with the teachers, section coordinators' and parents to inform and get the appropriate psychometric/psychoeducational assessments done.
- Review the psychometric and psycho-educational reports and ensure that students' get appropriate access arrangements.
- To formulate and review the inclusion policy.

# Responsibilities of School Counsellor:

## 1. Conducting counseling sessions and maintaining confidentiality:

The details about Counselling sessions are strictly confidential and not to be disclosed to anybody by the Counsellor. The student is free to share it with anyone at his/her will. The clause of confidentiality is breached by the Counsellor only in the following circumstances with prior consent from the student:

- The child presents even a subtle indication of the serious danger of harming themselves and/or others. e.g., Presenting Life threats.
- The child discloses about being abused (physically or sexually).
- The child reports being abused (physically or sexually).
- The child reports bullying and harassment.

Keeping in mind the physical and/or psychological safety of the child the necessary steps will be taken by the school counsellor and administrative team in notifying the concerned authorities.

## 2. Documentation:

It is the responsibility of the school Counsellor to maintain records of formal counselling sessions done. These reports by the school Counsellor is not accessible unless:

- The child presents a serious danger to themselves and/or others e.g., Presenting Life threats.
- The child discloses about being abused (physically or sexually).
- The child reports being abused (physically or sexually).

This is to ensure accountability while maintaining confidentiality. The counsellor is mindful of obligations first and foremost to the students and therefore, will only disclose information with discretion and will share only relevant and pertinent information. This is to ensure accountability of the School Counsellor towards the improvement of the in-school counselling services provided.

The school counselor is also responsible for maintaining records of all the psychometric and psychoeducational reports of the students under his/ her purview.

## Storage of Documentation:

Records will be kept for two years after students have left the School. The rationale for keeping the records are as follows :

- In the incident whereby, the student leaves the school and needs to visit a hospital or private psychologist - the intention is to facilitate the continued systematic process of helping. However, after a period of 2 years, the records will be discarded.
- Records used to be maintained as hard copies. However, recently records are maintained digitally with privacy settings and shared only with the Senior Management Team.
- Besides, anecdotal records from class observations made by the school counsellor will be stored either as a hard copy or a soft copy.

## Termination of Counselling sessions:

The sole purpose of counselling is to encourage client independence and empowerment. Once it is established by the counsellor as well as the student that there are no further benefits from continued counselling service, the sessions are terminated. However, if there are new concerns and issues raised, the counselling sessions will resume.



## Process of Termination

### Annexures :

- Checklist
- Sample IEP Template
- Documentation for Shadow teacher

### Review Dates :

The policy will be reviewed every two years led by the SMT members. SEN team

Last Review Date	<b><i>August 2025</i></b>
Next Review Date	<b><i>August 2027 or earlier if the IB or CAIE changes its policies/guidelines</i></b>

The review committee will make sure that any revision to the policy is coherent with the beliefs and values of the IBO and CIE board requirements.

## Works cited:

- IBO (Sep, 2022) Access and Inclusion Policy in IB Programmes, International Baccalaureate Organization.
- IBO (2016) Learning Diversity and Inclusion in IB Programmes, International Baccalaureate Organization.
- Learning Diversity and the IB Programmes: Special needs within the International Baccalaureate programmes (2013)
- National Association of Special Education Teachers  
<https://www.naset.org/index.php?id=3321>
- Teaching students with particular Special educational and learning needs a resources for school
- Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (Department of Education & Skills)
- Good Practice Guide: Running Exams with Access Arrangements  
([www.cambridgeinternational.org/examday](http://www.cambridgeinternational.org/examday))
- Cambridge Handbook International : Regulations and Guidelines for administering Cambridge exams, 2019
- <http://www.rehabcouncil.nic.in/writereaddata/hi.pdf>
- Diagnostic and Statistical Manual of Mental Disorders (DSM–5)  
[www.psychiatry.org/psychiatrists/practice/dsm](http://www.psychiatry.org/psychiatrists/practice/dsm)

## The Inclusion Policy is prepared by:

- Pedagogical Leadership Team
- Special Educator
- Social and Emotional counsellor



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