INCLUSIVE POLICY

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1. **Vision & Mission:**

    School Vision: To nurture lifelong learners and mentors, rooted in Indian values and modern inquiry, ready to lead with compassion and shape a just, peaceful, and connected world.

    School Mission:

-   To empower every learner through a rich, balanced, and experiential curriculum that integrates academics, arts, sports, emotional well-being, and spiritual awareness — nurturing curious, compassionate, and courageous global citizens prepared to engage with the world thoughtfully and lead with purpose.
-   We strive to cultivate a reflective and resilient learning culture where students take ownership of their journey, families are partners in growth, and the school community works together to shape a peaceful, inclusive, and sustainable world.

2. **Philosophy of Inclusion**

Inclusion means ensuring that every student can participate and learn by removing barriers and offering the right support. It is a continuous effort that involves designing the curriculum, teaching methods, and assessments in ways that support all learners. This is possible when the whole school community—teachers, students, and parents—work together with respect and care.

 According to the IB Programme Standards and Practices (2020), learning support includes the tools, strategies, and resources that help students physically, mentally, emotionally, and socially so they have equal opportunities to succeed.

Language spoken at home is not considered a learning difficulty. Behavioural challenges like inattention, aggression, anxiety, or not following rules are also considered learning needs. These behaviours may result from emotional issues, developmental disorders, or difficult home situations, and they require thoughtful support.

3. **Policy Aim**

CCIS is an inclusive institution that follows IB guidelines and ensures equal opportunities for all students. The school recognises each child's uniqueness, needs, and strengths, and provides support accordingly.

 CCIS strives to create a safe and supportive space where students grow academically, emotionally, and socially, and develop into confident, global citizens.

 This policy is based on IB principles and integrates global best practices in learning support. It provides clear guidance to all stakeholders for identifying, assessing, and supporting students with special needs.

4. Identification Process

4.1 At the time of admission

As part of the admission process, students are assessed to understand their current levels in literacy and numeracy. This helps in identifying whether any support is needed.

Providing information on learning support is mandatory:

➢ Parents must share previous school records and mention any learning support received earlier.
➢ If the child has undergone any assessments, the diagnostic report and certificate from an authorised institution must be submitted.
➢ The school also reviews the student's medical history, emotional and social needs, and past or ongoing support services.

Assessment by the Learning Support Steering Committee:

➢ If a need is suspected, the PYPcoordinator and Special Educational Needs (SEN) facilitator assess the student.
➢ A case profile is prepared and discussed with the Head of School and PYP coordinator.
➢ If the child's needs can be supported with available resources, the child is enrolled in the Primary Years Programme (PYP) with final approval from the Head of School.

4.2 Identification During the Academic Year

The learning support committee: comprising the Head of School, PYP coordinator, and SEN facilitator will assess the child's progress along with the teacher at the end of each cycle: June–August, September–November, December–February, and March–May. If support is needed, formal assessments like play observation, interviews, and checklists are conducted. An action plan is created accordingly and shared with parents for further collaboration.

5. Criteria for Learning Support

At CCIS, we understand that every child learns in their own way. Some students may need extra help because of certain learning difficulties or challenges.

We support children who have the following needs:

❖ Slow or incorrect reading
❖ Difficulty understanding what is read
❖ Trouble with spelling
❖ Difficulty with basic number concepts or calculations
❖ Problems with solving math problems
❖ physical health issues, emotional concerns, or changes in their home life.

6. Inclusion and Support Facilities

6.1 Infrastructure
- The school is designed to be accessible to all students.
- Ramps are available on the ground floor and lifts are installed on upper floors.
- An infirmary with trained staff and medical equipment is available.
- Wheelchairs or other mobility aids are provided if required.

6.2 Staff and Teaching Support

- A Learning Support Steering Committee including the Head of School, PYP Coordinator, Special Educational Needs (SEN) Facilitator, work together to help students.
- Class teachers and subject teachers plan different methods to suit individual learners.

6.3 Support Staff

- Special helpers are provided for students who need help with daily routines, especially in the early grades.
- Each floor has staff members available to support students as needed.

7. Support and Accommodation in PYP

Each child has different needs, and the school provides individual support based on those needs.

- Children who struggle in subjects like Maths, Science, or Units of Inquiry will get extra help during or outside regular class time from the special educator.
- Children who find it hard to learn English will be supported through English as an Additional Language (EAL) classes conducted by the special educator and language teachers.
- Social and Emotional Learning (SEL) is provided through one-on-one counseling and group sessions to help children understand emotions, build confidence, and improve peer interactions.

8. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

Head of School

- Ensure ongoing evaluation of inclusion and support practices across the school.
- Lead efforts to foster an inclusive learning culture aligned with school values.

PYP Coordinator

- Act as the primary liaison between teaching teams, learning support staff, and administration.
- Facilitate staff training focused on inclusive strategies and student support techniques.
- Supervise the implementation of the school's inclusion framework in daily operations.
- Coordinate with external professionals and agencies to ensure smooth student transitions.
- Support the admission process by reviewing cases involving learners with special needs.

SEN (Special Educational Needs) Facilitator

- Assist teachers in modifying instructional strategies to accommodate diverse learners.

- Conduct both in-class support and pull-out sessions based on individual student needs.

- Develop and implement tailored Individual Education Plans (IEPs).

- Maintain comprehensive case documentation for each supported student.

- Update and empower teachers with the latest inclusive education strategies.

- Engage parents in understanding and contributing to their child's learning journey.

- Support assessment preparation by collaborating with classroom educators.

Teachers

- Design and deliver differentiated learning experiences for students with varying needs.

- Apply support accommodations and modifications recommended by the SEN team.

- Identify learners who may require additional support and initiate referrals on a regular basis.

Parents and Guardians

- Share relevant medical or psychological information during the admissions process.

- Actively participate in review meetings and learning plan discussions.

- Partner with school staff to ensure consistent reinforcement of strategies at home.

Students

- Take an active role in setting their personal learning goals.

- Demonstrate self-responsibility and motivation to achieve their targets with guidance.

9. CONFIDENTIALITY

CCIS is committed to maintaining strict confidentiality regarding all student-related information. Sensitive data is only shared with staff and professionals directly involved in supporting the child, ensuring respect and discretion at all times.

10. IMPLEMENTING LEARNING SUPPORT

CCIS identifies and addresses a range of learning needs, including:

- Long-standing learning challenges

- Temporary health conditions

- Language acquisition support

Support measures may include:

- Flexible timelines for task completion

- Dedicated quiet spaces during academic tasks or assessments

- Modified classroom materials and instructions

- Focused assistance from facilitators and support staff

- Scheduled breaks to reduce fatigue and maintain engagement

All provisions are designed in collaboration with parents, teachers, and the support team to ensure the holistic development of every child.

11. SUPPORT IN LEARNING AND TEACHING PROCESS

11.1   Categories for Support

CCIS provides inclusive access arrangements addressing long-term learning needs, temporary medical situations, and language support.

Four categories define the nature of support:

1. Students without SEN and no additional support needs
   These students benefit from standard teaching practices and optimal classroom environments, without requiring extra intervention.
2. Students without SEN but needing extra support
   While not diagnosed with special educational needs, these students receive remedial sessions and differentiated instruction within the classroom setting.

3. Students with SEN not requiring additional intervention
   These learners function effectively in regular classrooms, with only occasional monitoring or minimal assistance from the SEN team and educators.

4. Students with SEN requiring additional support
   These students benefit from a combination of inclusive classroom teaching and individualized interventions outside class, tailored to specific academic or behavioral needs.

11.2 Academic Support

● Teaching methods inspired by UDL principles
  Adaptations in classroom practices include using multisensory strategies for better understanding, offering diverse expression outlets (like art, storytelling), and designing activities that build engagement and self-reflection.

● Individual Education Plans (IEPs)
  Developed collaboratively by SEN facilitators and counselors, IEPs outline academic goals and support strategies based on the student's strengths, needs, and current performance levels.

12. SUPPORT IN ASSESSMENT AND EXAMINATION

Aligned with the IB Access and Inclusion Policy (2018), CCIS ensures students are assessed under fair conditions. Support is extended after a thorough review of evidence and permissions where applicable.

Physical Arrangements

● Flexible seating arrangements and special lighting are provided where necessary.
● Modified text formats (e.g., larger fonts) are used for students with visual difficulties.

Human Support

● Communicators can be appointed for students with hearing impairments.
● Directions may be explained again by invigilators to support students with attention or reading difficulties.
● Colour recognition assistance is offered to students with colour blindness.

Equipment Support

● Students may use familiar tools or aids they regularly rely on in class.

Other Arrangements

● Extended time for exams and assignments is considered based on individual needs.
● Rest breaks may be allowed during long assessments for students with medical or psychological conditions.
● In specific cases, exemptions or modified tasks are discussed with the IB assessment center.

13. ALIGNMENT OF INCLUSIVE POLICY WITH LANGUAGE AND ASSESSMENT POLICY

At CCIS, inclusion is not treated as a separate practice but as a principle that runs through the entire school framework. Our inclusive policy is closely aligned with the language and assessment policies, ensuring every student—regardless of background, ability, or learning style—has equal opportunities to succeed.

In language policy, this means students are supported in both English and their home languages, encouraging them to express themselves confidently while valuing linguistic diversity. In assessment, teachers use a variety of methods—projects, presentations, portfolios, and traditional tests—so that different strengths are recognised and no child is limited by a single way of evaluation.

This alignment reflects the IB philosophy of equity and access, where teaching, learning, and evaluation are designed to empower all learners and celebrate their individual growth.

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