



Policy Title:

Inclusion Policy

School Name:

Victorious Kidss Educares

Programme Applicability:

PYP | MYP | DP

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Prepared by:

- Teaching Faculty
- Programme Coordinators and Department Heads
- Senior Leadership Team

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Vice-President & Head of School



Every child carries a light within; inclusion is the practice of ensuring that each light shines.

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 organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

VKE Mission Statement

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

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

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

Our Vision

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



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.

As IB learners we strive to be:

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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OUR OBJECTIVES

Through the amalgamation of world-class education of International Baccalaureate (IB), coupled with the Indian heritage of Vedanta, we aim:

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

Empowering Future World Leaders:

We strive to provide a world-class education that combines the International Baccalaureate (IB) curriculum with the wisdom of Vedanta. Our objective is to create a platform that nurtures and guides our students to become influential leaders of tomorrow.

Cultivating Well-rounded Students:

We are dedicated to fostering exceptionally intelligent and delightful students who embody the attributes of the IB Learner Profile, while also embracing spiritual values. Our aim is to develop students who excel academically and possess a strong sense of character.

Promoting Inclusive Education:

We are committed to widening access to IB education integrated with Vedanta for disadvantaged learners. Our objective is to ensure that all members of the community have the opportunity to receive a quality education at an affordable cost, accompanied by support and encouragement.

Creating a Culture of Achievement:

Our goal is to establish a school where every child is recognised as an achiever, acknowledging their unique self-worth, strengths, skills, and intelligence. We strive to provide an environment that nurtures and empowers students to reach their full potential.

Cultivating Ethical Work Practices:

We aim to manifest an ethical work culture within our institution, characterised by transparency, accountability, responsibility, and effective communication. Our objective is to create an environment that promotes integrity and upholds ethical standards in all aspects of our operations.

Enhancing Learning Opportunities:

We aspire to attain authorisation for the IB Career Programme (CP), which will offer extended learning opportunities to our students. Our objective is to provide a comprehensive education that prepares students for a successful transition to higher education and the workforce.

Fostering Emotional and Social Well-being:

We are dedicated to instilling sensitivity and compassion in every member of our school community, emphasising the importance of emotional, mental, physical,

and social well-being. Our objective is to create a safe and supportive environment that promotes the overall welfare of our students and staff.

IB documents referred for developing and reviewing the Policy

- Programme standards and practices, Published October 2018, Updated March 2019, April 2020, April 2022
- Access and inclusion policy, Published September 2022, Updated November 2022
- Assessment principles and practices—Quality assessments in a digital age, Published July 2019, Updated November 2021, December 2022
- Middle Year Programme: From Principles into Practice, Published 2014, Updated October 2023
- Middle Year Programme: Assessment principles and practices – Quality assessments in a digital age.
- Middle Year Programme: Access and inclusion policy, Published September 2022, Updated November 2022, November 2023
- IB MYP Inclusive Education:
 - Candidates with assessment access requirements (Middle Years Programme)
 - Learning diversity in the International Baccalaureate programmes
 - Special educational needs within the International Baccalaureate programmes
- MYP: From Principles into Practice, Published May 2014
- Programme Standards and Practices, Published January 2014
- Guidelines for developing a school Assessment Policy in the Diploma Programme
- General regulations: Middle Years Programme, Published April 2014
- Middle Years Programme Assessment Procedures 2019
- Diploma Programme: From Principles into Practice, Published April 2015
- Diploma Programme Teaching and learning informed by assessment in the Diploma Programme, Published June 2021
- Diploma Programme Assessment Procedures 2023, Published September 2022, Updated November 2022, February 2023, May 2023
- DP Subject guides

IB Standards and Practices for Inclusion Policy

Purpose (0101)

- The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201)

- The school organises time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202)

- The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

- The school identifies and provides appropriate learning support. (0202-02) The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
- The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Teacher support (0203)

- The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation (0301)

- The school secures access to an IB education for the broadest possible range of students. (0301-01)
- The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
- The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Coherent curriculum (0401)

- Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

- Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
- Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching (0403)

- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment (0404)

- The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

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Inclusion Policy

INTRODUCTION

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

POLICY STATEMENT

Inclusion policies play a vital role in creating supportive and equitable learning environments at Victorious Kidss Educares, an International Baccalaureate (IB) World School. The policy ensures that all students, regardless of their diverse backgrounds and abilities, have access to an inclusive education that supports their success.

At Victorious Kidss Educares (VKE), an IB World School, we are committed to creating an inclusive learning environment that supports the academic, social, emotional, and physical well-being of all students. We adhere to the principles outlined in the International Baccalaureate (IB) documents, specifically focusing on Student Support (0202-01 to 0202-05) and Culture (0301-02). This policy aims to provide relevant resources, appropriate learning support, well-being initiatives, guidance, and community engagement to ensure all students can reach their full potential within our IB programme(s).

At Victorious Kidss Educares (VKE), the objective of social, emotional and learning support in making provision for students needing support is in line with the school's and the IB's philosophy and mission regarding the inclusion of all students in learning:

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”

PHILOSOPHY

At VKE, we:

- Value and respect all students equally to demonstrate international mindedness and intercultural awareness.
- Aim to ensure that all students have an equal opportunity to engage in the curriculum.
- Seek to offer every student with special educational needs a broad, balanced and relevant education.
- Enable learners to experience educational success and be fully included in their school community.

- Recognise that some students will need additional support during part of their school education to ensure access to the whole curriculum.
- Recognise that some students will require additional challenge and extension in areas where their abilities are particularly strong or advanced.

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

PURPOSE OF INCLUSION POLICY

The primary purpose of an inclusion policy at VKE is to create a culture that supports all students in reaching their full potential (IBO, 2014, p. 6). Inclusion policy provides a framework for promoting diversity, equity, and access to education. It guides the school in implementing inclusive practices that address barriers to learning and participation, foster a sense of belonging, and ensure that every student's unique needs are met. Inclusion policy at VKE serves multiple purposes:

- **Equity and Access:** Inclusion policy ensures that all students, regardless of their abilities, language proficiency, or socio-economic background, have equitable access to education. They promote fairness, eliminate discrimination, and create opportunities for every student to succeed (IBO, 2019, p. 6).
- **Individualised Support:** Inclusion policy emphasises the provision of appropriate learning support to students who require additional assistance. This policy guides the school in identifying students' unique needs, developing individualised education plans, and implementing differentiated instruction to cater to diverse learning styles and abilities (IBO, 2014, p. 6).
- **Nurturing Well-being:** Inclusion policy focuses on fostering the social, emotional, and physical well-being of students. They promote safe and inclusive learning environments that nurture positive relationships, address mental health concerns, and support students' holistic development (IBO, 2014, p. 6).
- **Impact on Student Learning and Development:** Inclusive environments promote a sense of belonging, self-esteem, and self-efficacy, leading to improved engagement, motivation, and higher academic outcomes for all students (Florian & Black- Hawkins, 2011, p. 181)

NEED FOR INCLUSIVE EDUCATION

The school takes the same view as the IB regarding the principle of inclusion.

“Inclusion is more about responding positively to each individual’s unique needs. Inclusion is less about marginalising students because of their differences.”

The IB supports the following **principles** of inclusive education:

- Inclusion is a process to develop cultures, policies and practices to include all students.
- Offers excellence and choice, incorporating the views of all stakeholders.

- To safeguard the interests of all students.
- Access to equal opportunities to achieve personal potential, incorporating appropriate education.
- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.

CASE IN - CASE OUT PROCEDURE

At VKE, we have implemented a Case In and Case Out structure to facilitate the smooth transition of students into and out of the International Baccalaureate (IB) program. This policy outlines the steps and considerations involved in the Case In and Case Out processes, ensuring a successful integration into and exit from the VKE IB program.

6.1 Case In Procedure

- **Identification and Assessment:**

School administration, in collaboration with teachers and support staff, identifies students who may benefit from inclusion in the IB program. This includes students with disabilities, learning differences, or other special educational needs. A comprehensive assessment is conducted to understand the student's strengths, challenges, and specific support requirements.

- **Individualised Education Plan (IEP) Development:**

Based on the assessment results, an Individualised Education Plan (IEP) is developed for each identified student. The IEP outlines the student's academic goals, required accommodations, modifications, and any additional support services needed to ensure their successful participation in the IB program. The IEP is developed collaboratively with input from teachers, parents, and relevant specialists.

- **Teacher Training and Professional Development:**

Teachers and support staff involved in the IB program receive specialised training and professional development in inclusive practices and strategies. This equips them with the necessary knowledge and skills to implement the IEPs effectively, differentiate instruction, provide appropriate accommodations, and support the diverse learning needs of the students.

- **Collaborative Planning:**

The Programme coordinator, teachers, and support staff meet regularly to collaboratively plan and coordinate the implementation of inclusion strategies within the program. This includes discussing and sharing best practices, adapting curriculum materials, and designing learning experiences that cater to the diverse needs of the students. The collaborative planning ensures a unified and inclusive approach throughout the program.

- **Accessible Learning Environment:**

The school ensures that the physical environment and learning resources within the IB program are accessible to all students. This may involve adjusting classroom arrangements, providing assistive technologies, modifying materials, or creating alternative assessment methods to accommodate diverse learning

styles and needs.

6.2 Case Out Procedure

- **Ongoing Monitoring and Evaluation:**

Teachers, counsellors, and the IB coordinator continuously monitor and evaluate the progress and effectiveness of the inclusion strategies within the IB program. They gather feedback from students, parents, and relevant stakeholders to identify areas of success, challenges, and areas for improvement. This feedback informs future planning and decision-making regarding inclusion practices.

- **Review and update of IEPs:**

The IEPs of students are regularly reviewed and updated based on their progress, changing needs, and input from teachers, parents, and specialists. The IEP review process ensures that the support provided remains relevant and aligned with the students' evolving requirements.

- **Professional Development and Support:**

Teachers and support staff involved in the IB program continue to receive ongoing professional development and support in inclusive practices. This may include workshops, training sessions, or consultations with specialists to enhance their skills and knowledge in catering to the diverse needs of the students.

- **Parent Communication and Involvement:**

Regular communication and collaboration with parents/guardians are maintained throughout the student's participation in the IB program. The school keeps parents informed about their child's progress, any modifications or adjustments made and invites their input and feedback regarding their child's experience in the program. Parent-teacher conferences and individual meetings are scheduled as needed to discuss the student's development and address any concerns.

- **Continuous Improvement:**

The school administration and programme coordinator regularly review and assess the overall effectiveness of the inclusion policy within the program. They gather data, analyse outcomes, and seek input from various stakeholders to identify areas for improvement and implement necessary changes. This ensures that the IB program continues to foster an inclusive environment that supports the diverse learning needs of all students.

Screening tools used by counsellors

PYP

Vanderbilt ADHD Diagnostic Teacher Rating Scale (VADTRS) is a standard tool. It is not used for diagnostic purposes in school, but it helps the counsellor to get more clarity if the child has the following symptoms to be discussed with parents.

- Inattention
- Hyperactivity/Impulsivity
- ADHD combined type
- Oppositional defiant and conduct disorders
- Anxiety /depression symptoms.
- VADTRS is used internally in our school/inclusion department before referring

students to outside agencies for psychological testing.

- The VAK (Visual, Auditory, and Kinesthetic) learning style self-assessment Questionnaire is used to find out which style of learning each child is more comfortable with.

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

MYP & DP

The Inclusion manager and the Counsellor are qualified to screen the students if necessary, using Beck's Depression Inventory (BDI), Screening for Child Anxiety Related Disorders (APA) and Vanderbilt's Attention Deficit Hyperactivity Disorder (V-ADHD Screening Tool). Psychological Evaluation for diagnostic purposes is outsourced. The Inclusion Manager will be responsible for notifying the test results after a discussion with the Programme Coordinator and the Secondary School Principal.

Confidentiality of student information

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

Documentation of inclusive education

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

Procedure for identification and coordination of students with special educational needs

Identification of a student with learning differences can occur at any age or stage of development. Learning differences may become apparent as a student progresses through school. Where a student is not making progress as expected in class, the homeroom/subject teacher will write and **submit a referral to the inclusion manager (regardless of who identifies a potential/ suspected learning difficulty or learning support)**, accompanied by the appropriate documentation.



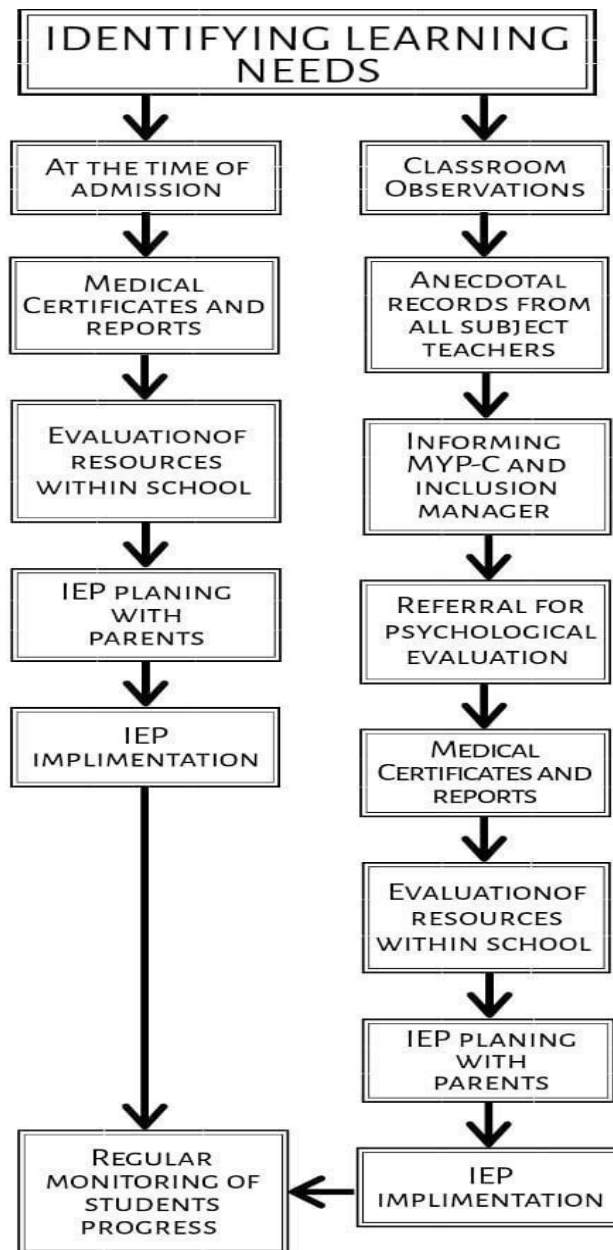
The referrals are further discussed with the respective Coordinators and the Principals. Finally, the respective principal of the school informs the parents about the concerns and recommends the subsequent steps that will be taken. The parent needs to submit the consent form as per the Inclusion Policy. All communication of the referral procedure is documented, including that with parents or guardians.



Further investigation, i.e. appropriate screening and assessment, in an academic context, will take place to establish the extent of the student's difficulties.



An appropriate course of action, based on the findings, will be put in place to support the student's needs. Regular monitoring of the students will be ensured to continue similar strategies or implement new ones.



Monitoring the progress

- The Head of Counselling Department and Inclusion Manager collaborate with the Principal, Programme Coordinator, and the Parents to develop an action plan for the student who has special needs (behavioural, academic, emotional and neurological needs).
- The Counselling Department conducts training for teachers on the usage of differential teaching strategies, which can benefit students with different learning styles and needs.
- The action plan is regularly monitored and tracked to assess the progress made by the student with regard to the set learning or behaviour objectives.
- The support teachers receive a tracker to keep a record of class activities and progress made by the student towards achieving the set objectives. These trackers are closely monitored by the Counselling Department and the Inclusion Manager.
- Trackers provide teachers with an opportunity to reflect on the applied teaching

- strategies and the progress made by the student.
- Provision of taking 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 assigned counsellor.
- All these documents are case sensitive. Depending on the severity of the situation, the counsellor will share the sensitive information directly with the Programme Coordinator.

Planning differentiated strategies

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

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

Differentiation is implemented as an ongoing whole-school practice to transform teaching and learning, to develop classroom relationships and expectations and to differentiate assessment practices. Strategies are planned and coordinated with the subject teachers. Differential teaching methodologies using the IB Learning Cycle are implemented to cater to the diverse learning needs of the students through appropriate activities driven by prior knowledge of the student and the expected learning outcome.

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

- **Affirming identity** is achieved by promoting a class and school environment that welcomes and embraces the diversity of learners.
- **Valuing Prior Knowledge**, in which the knowledge of learners' prior understanding is used to differentiate tasks and activities that can build up the further background knowledge necessary for new learning to occur and record information in learning profiles that can support planning for future differentiation and inform teacher practice.
- **Scaffolding** to foster learners' increasing independence in taking responsibility for developing strategies for their own learning using visual aids and demonstrations. Dramatisation, graphic organisers and use of mother tongue or best language to develop ideas and initial plans.
- **Extend learning** in which teachers help learners extend their learning by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences.

Differentiated Teaching & Learning strategies practised at VKE

In line with the school's motto 'Learning to Love to Learn', Victorious Kidss Educares implements a wide range of differentiated teaching and learning practices to support diverse learners. These strategies include, but are not limited to, the following:

- **Diagnostic Assessments**
To ensure continuity in students' learning and to address potential learning gaps, teachers conduct prior knowledge tests before introducing a new topic or area of study.
- **Simplified Instructions**
Teachers provide simplified step-by-step instructions to ensure all students can access classroom tasks and learning engagements with confidence.
- **Language Scaffolding**
To support students facing language barriers, teachers scaffold key vocabulary, particularly subject-specific terminology, through visuals, word walls, glossaries, and other aids.
- **Learning Style Integration**
Recognising that students have varied learning styles (auditory, kinesthetic, visual), process-based strategies are incorporated to help each learner engage with the curriculum effectively.
- **Choice in Demonstration of Learning**
Students are provided with varied options to demonstrate their understanding—through visual presentations, written reflections, role plays, videos, or models—empowering them to express their learning in their preferred mode.
- **Differentiated Tasks**
Teachers offer differentiated worksheets and tasks tailored to students' readiness levels and learning pace, allowing all learners to engage meaningfully with the curriculum.
- **Technology Integration**
Learning is enriched through the integration of digital tools such as simulations, virtual labs, graphing tools, and collaborative platforms for projects and quizzes.
- **Constructive Feedback**
Teachers provide timely and specific feedback that helps students identify areas for growth, build on their strengths, and progress as reflective learners.
- **Collaborative Learning Opportunities**
Group work and collaborative tasks are intentionally planned to encourage peer learning, dialogue, and co-construction of knowledge through inquiry-based approaches.
- **Extended Learning Environments**
Learning is not confined to the classroom. Teachers design outdoor learning experiences that promote exploration, application, and real-world connections.

LEGAL OBLIGATIONS

7.1 National and Local Obligations:

At VKE, legal obligations are adhered to in order to ensure inclusivity and equal opportunities for all students. These obligations are aligned with national and local

laws and regulations, and they encompass various aspects of disability rights and educational practices. Key legal obligations are as follows:

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995: This act emphasises the rights and inclusion of persons with disabilities. It requires educational institutions to promote the integration of students with disabilities in regular schools. As an IB school, it is our obligation to strive for the inclusion and equitable participation of students with disabilities.

- 1) **Right to free education till 18 years of age in integrated schools or special schools.** In the context of an IB school, this means providing equal educational opportunities for all students, including those with disabilities. Conducting classes and discussions through interactive electronic or other media can help ensure that students with disabilities have access to an inclusive learning environment.
- 2) **Removal of Architectural Barriers:** It is crucial for schools, including IB schools, to remove architectural barriers that may hinder the participation of students with disabilities. This includes making necessary adjustments and modifications to the physical infrastructure of the school, such as ramps, accessible restrooms, and elevators, to ensure equal access to education.
- 3) **Setting Up Appropriate Aids:** IB schools have an obligation to establish appropriate aid and support systems to address the grievances of parents regarding the placement of their children with disabilities. This may involve providing specialised educational resources, assistive technologies, or additional support services to facilitate the learning and development of students with disabilities.

7.2 International Obligation

In alignment with the **UNESCO Salamanca Statement**, VKE is dedicated to upholding these principles and working towards the realisation of inclusive education. We believe that by providing an inclusive educational environment, we empower our students to thrive academically, socially, and emotionally. This statement emphasises the provision of '**Education for All**' within the regular educational system and highlights the following objectives:

- **Combat Attitudes of Discrimination:** VKE is committed to combating attitudes of discrimination and fostering an inclusive educational environment where all students, regardless of their abilities or disabilities, are respected, valued, and provided with equal opportunities for learning and development.
- **Facilitate the Formation of Welcoming Communities:** We strive to create welcoming communities within our school that embrace diversity, promote inclusivity, and foster a sense of belonging for all students. This enables them to participate fully in all aspects of school life, promoting social integration and positive relationships among peers.
- **Establish the Foundation of an Inclusive Society:** VKE recognizes that inclusive education is not just confined to the school environment but plays a

vital role in establishing the foundation of an inclusive society. By providing inclusive education, we contribute to the creation of a society that values diversity, promotes equal rights, and embraces the principles of inclusivity.

- **Provision of Effective, Efficient, and Cost-Effective Education:** VKE is committed to providing effective, efficient, and cost-effective education to all students, without any form of discrimination or exclusion. We strive to meet the diverse needs of our students and ensure equitable access to quality education, incorporating best practices and utilising available resources to their fullest potential.

Legal Requirements

The Inclusion Policy at VKE is developed by considering the relevant local, state, national and international laws.

As per the **Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995**, and the **Right to Education Act**, which requires the institute to:

- Endeavour to promote the integration of students with disabilities in the normal schools
- Conducting classes and discussions through interactive electronic or other media
- The removal of architectural barriers from schools, colleges or other institutions, imparting vocational and professional training
- Setting up appropriate aids to address grievances of parents regarding the placement of their children with disabilities.

VKE, as a private IB school operating independently without funding from the Central or State Government of India, Victorious Kidss Educares also adheres to the guidelines established by international organisations such as **UNESCO, the UN, and local, state and National requirements, ensuring compliance with global, local and national standards** for educational and social rights.

Jurisdiction	Law/Convention	Description	Source
India	Constitution of India	<p>Article 21A mandates free and compulsory education for all children aged 6 to 14 years.</p> <p><i>** Exemption to all the private and non-aided/non-funded organisations</i></p> <p>Article 29(2) prohibits discrimination in admission to educational institutions on the grounds of religion, race, caste, language, or any of them.</p>	<u>UNESCO INDIA</u>

		<i>VKE Inclusion policy aligns with this ACT.</i>	
India	Right of Children to Free and Compulsory Education (RTE) Act, 2009	Ensures free and compulsory education for all children aged 6 to 14 years, including children with disabilities. <i>** Exemption to all the private and non-aided/ non-funded organisations</i>	UNESCO INDIA
India	Rights of Persons with Disabilities (RPWD) Act, 2016	Guarantees inclusive education for children with disabilities, ensuring that they are not excluded from the general education system and have access to quality education on an equal basis with others. <i>VKE Inclusion policy aligns with this ACT.</i>	GOM FAQ
Maharashtra	Maharashtra State Commission for Protection of Child Rights (MSCPCR)	Advocates for the rights of children with disabilities, ensuring they are not detained in schools and have the right to complete their elementary education up to the age of 18. <i>VKE Inclusion policy aligns with this ACT</i>	HT News Article
United Nations (UN)	United Nations Convention on the Rights of Persons with Disabilities (CRPD) - Article 24	Recognises the right of persons with disabilities to inclusive education at all levels, ensuring they are not excluded from the general education system on the basis of disability. <i>VKE Inclusion policy aligns with this ACT.</i>	UN Social Inclusion
United Nations (UN)	General Comment No. 4 (2016) on Article 24 of the CRPD	Provides detailed guidance on the right to inclusive education, emphasising the need for systemic changes to provide inclusive education for all persons with disabilities. <i>VKE Inclusion policy aligns with this ACT</i>	UN CRPD
International Covenant on Economic, Social and	Convention on the Rights of the Child (CRC) - Article 28	Recognises the right of the child to education on the basis of equal opportunity, making primary	Education a Social Right

Cultural Rights (ICESCR)		education compulsory and available free to all. <i>VKE Inclusion policy aligns with this ACT.</i>	
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Compliance with the Legal Requirement: Structure and System at VKE

Jurisdiction	Description	Structure and System at VKE
India	<p>Article 21A mandates free and compulsory education for all children aged 6 to 14 years.</p> <p><i>** Exemption to all the private and non-aided/non-funded organisations</i></p> <p>Article 29(2) prohibits discrimination in admission to educational institutions on the grounds of religion, race, caste, language, or any of them.</p> <p><i>VKE Inclusion policy aligns with this ACT</i></p>	<p>Article 29(2) prohibits discrimination in admission to educational institutions on the grounds of religion, race, caste, language, or any of them.</p> <ul style="list-style-type: none"> As per VKE Admission Policy, admission is open to all without any bias for religion, race, caste, language, or any of them. <i>** Candidates with visual impairment, Down syndrome are guided to special schools, as we currently do not have enough support and reference material to accommodate their needs and requirements.</i>
India	<p>Ensure free and compulsory education for all children aged 6 to 14 years, including children with disabilities.</p> <p><i>**Exemption to all the private and non-aided/non-funded organisations</i></p>	<p><i>**Exemption to all the private and non-aided/non-funded organizations</i></p> <p>VKE is a private IB school, non-funded or aided by the Government</p>
India	<p>Guarantees inclusive education for children with disabilities, ensuring that they are not excluded from the general education system and have access to quality education on an equal basis with others.</p> <p><i>VKE Inclusion policy aligns with this ACT</i></p>	<ul style="list-style-type: none"> VKE inclusion policy follows the “SAME ROOF SAME CURRICULUM” philosophy. All students at VKE have an equal opportunity to explore the same curriculum, activities, field visits and different co-curricular activities.

Maharashtra	<p>Advocates for the rights of children with disabilities, ensuring they are not detained in schools and have the right to complete their elementary education up to the age of 18.</p> <p><i>VKE Inclusion policy aligns with this ACT</i></p>	<ul style="list-style-type: none"> • VKE inclusion policy clearly states that no student will be detained or face any loss of academic year. • Students with learning needs and requirements are provided with accommodations and access arrangements to help cater to their challenges.
United Nations (UN)	<p>Recognises the right of persons with disabilities to inclusive education at all levels, ensuring they are not excluded from the general education system on the basis of disability.</p> <p><i>VKE Inclusion policy aligns with this ACT</i></p>	<p>VKE inclusion policy follows the “SAME ROOF SAME CURRICULUM” philosophy.</p> <ul style="list-style-type: none"> • Inclusive Framework: Advocate for and help implement school-wide policies that uphold the rights of students with disabilities to inclusive education. • Awareness Campaigns: Conduct activities such as assemblies, posters, and workshops to sensitise staff, students, and parents about inclusion and its importance. • Zero-Tolerance for Exclusion: Ensure that no student is denied access to general education due to their disability. <p>Building Teacher Capacity</p> <ul style="list-style-type: none"> • Workshops and Training: Provide regular training for teachers on differentiated instruction, Universal Design for Learning (UDL), and assistive technologies. • Coaching: Guide teachers on managing mixed-ability classrooms, fostering empathy, and handling specific learning needs. • Collaboration with Specialists: Partner with therapists, counsellors, and special educators to support classroom practices. <p>Creating Student-Centred Support Systems</p> <ul style="list-style-type: none"> • Individualised Education Plans (IEPs): Collaborate with teachers and families to design and implement IEPs tailored to students’ specific needs. • Inclusion Mentorship: Pair students

		<p>with disabilities with peers or staff mentors to encourage participation in classroom and extracurricular activities.</p> <ul style="list-style-type: none"> • Accessible Learning Materials: Support the development of materials in formats such as large print, audiobooks, or simplified content. <p><i>Fostering an Inclusive Classroom Environment</i></p> <ul style="list-style-type: none"> • Social Skills Development: Conduct SEL sessions that promote collaboration, empathy, and interpersonal skills for all students. • Peer Engagement Activities: Implement buddy systems and group projects to encourage teamwork and reduce stigma. • Classroom Modifications: Ensure that classrooms are equipped with necessary accommodations, such as flexible seating, visual aids, or sensory tools. <p><i>Engaging Families and the Community</i></p> <ul style="list-style-type: none"> • Parent Workshops: Organise sessions to educate families about inclusion, IEP processes, and ways to support their children at home. • Regular Communication: Maintain consistent dialogue with families to address concerns and update them on their child's progress. • Community Partnerships: Work with local organisations and experts to provide additional resources and opportunities for students. <p><i>Monitoring and Evaluating Progress</i></p> <ul style="list-style-type: none"> • Student Progress Reviews: Regularly assess the academic, social, and emotional development of students with disabilities to ensure they are meeting their goals. • Feedback Mechanisms: Collect input from students, parents, and teachers to identify areas for
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		<p>improvement in the inclusion process.</p> <ul style="list-style-type: none"> ● Data-Driven Adjustments: Use data from evaluations to refine strategies, resources, and support systems.
<p>United Nations (UN)</p>	<p>Provides detailed guidance on the right to inclusive education, emphasising the need for systemic changes to provide inclusive education for all persons with disabilities.</p> <p><i>VKE Inclusion policy aligns with this ACT</i></p>	<ul style="list-style-type: none"> ● Policy Development and Advocacy: VKE policy clearly states the roles, rights and responsibilities of the senior leadership, programme leadership, teachers, counsellors, students and parents. ● Develop Individualised Education Plans (IEPs) for students with disabilities in collaboration with teachers, parents, and specialists. ● Teacher Training: Conduct workshops on empathy, diversity, and differentiated teaching strategies. ● Train educators on assistive technology, classroom management for diverse learners, and behavioural interventions. <p>Support Systems for Students:</p> <ul style="list-style-type: none"> ● Buddies Program: Pair students with peers to foster collaboration and reduce isolation. ● Social Skills Training: Use SEL sessions to enhance self-awareness, communication, and interpersonal skills among all students. ● Offer counselling and mentoring to students with disabilities to address emotional and psychological challenges. ● Differentiation and Classroom Strategies ● Facilitate the adaptation of teaching materials to cater to diverse needs, such as visual aids, audio books, or simplified content. ● Promote cooperative learning and peer tutoring to build inclusivity. ● Community and Family Engagement ● Organize parent workshops to raise awareness of inclusive practices and encourage involvement. ● Create channels for regular feedback from families and students to ensure

		<p>alignment with their needs.</p> <ul style="list-style-type: none"> ● Monitoring and Evaluation: Track the academic, social, and emotional progress of students with disabilities through regular assessments and feedback loops. ● Use data-driven insights to refine policies and practices.
<p>International Covenant on Economic, Social and Cultural Rights (ICESCR)</p>	<p>Recognises the right of the child to education on the basis of equal opportunity, making primary education compulsory and <i>available free to all</i> **.</p> <p><i>VKE Inclusion policy aligns with this ACT</i></p> <p>***<i>Exemption to all the private and non-aided/non-funded organisations</i></p>	<p>VKE inclusion policy focuses on:</p> <p>Fostering Inclusivity and Equal Access</p> <ul style="list-style-type: none"> ● Identification and Outreach: Collaborate with the programme leadership to identify children at risk of dropping out or who face barriers to education, such as disabilities or language barriers. ● Equitable Enrollment: Ensure that admission policies and procedures are free from bias, and all children have access to education regardless of their background. ● Access to Resources: Provide school supplies, uniforms, and learning aids as per the needs and requirements of the students. <p>Supporting Teachers with Inclusive Practices</p> <ul style="list-style-type: none"> ● Professional Development: Train teachers in differentiated instruction, culturally responsive teaching, and Universal Design for Learning (UDL). ● Assistive Tools: Equip classrooms with assistive technologies and teaching aids to support students with diverse learning needs. ● Behavioral Support: Guide teachers in managing classroom dynamics to ensure that all students are equally included and valued. <p>Ensuring Compulsory Attendance</p> <ul style="list-style-type: none"> ● Tracking Attendance: Monitor student attendance regularly and investigate reasons for absenteeism in collaboration with parents and teachers. ● Parental Awareness Campaigns: Educate parents about the

		<p>importance of primary education and their role in supporting their child's learning.</p> <ul style="list-style-type: none"> ● Incentive Programs: Develop reward systems, such as certificates or recognition, to motivate students to attend school consistently. <p><i>Providing Holistic Student Support</i></p> <ul style="list-style-type: none"> ● Counselling Services: Offer counselling for students who face challenges that might hinder their education, such as bullying, family issues, or anxiety. ● Remedial Education: Provide additional academic support for students who struggle to meet grade-level expectations. <p><i>Engaging Families and Communities</i></p> <ul style="list-style-type: none"> ● Community Outreach: Partner with local organisations and leaders to promote education in underserved areas. ● Parent Workshops: Conduct sessions to help parents understand the value of education, their child's rights, and how they can support learning at home. ● Feedback Mechanisms: Establish open channels for parents to voice concerns or provide suggestions about their child's education. <p><i>Monitoring and Advocacy</i></p> <ul style="list-style-type: none"> ● Progress Reports: Regularly evaluate the progress of students, focusing on academic and emotional growth. ● Advocacy Initiatives: Campaign for inclusive policies at the school and community levels to remove barriers to education. ● Data-Driven Improvements: Use attendance and performance data to identify trends and develop targeted interventions for at-risk students.
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The **Salamanca Statement and Framework for Action on Special Needs Education** was adopted at the **World Conference on Special Needs Education:**

Access and Quality, organised by **UNESCO** in Salamanca, Spain, in **June 1994**.

- It is a landmark international declaration that advocates for inclusive education for children with special needs and disabilities. It serves as a moral and practical guide for countries to develop inclusive education systems.
- While it is not legally binding, it has significantly influenced international and national policies, including the UN's Sustainable Development Goal 4 (Quality Education) and other education frameworks worldwide.

Category	Details
Adopted At	World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, June 1994
Organised By	UNESCO
Core Principle	Inclusive education is a fundamental right, ensuring every child has access to quality education without discrimination.
Main Goals	Promote inclusion of children with disabilities and special needs in mainstream schools Ensure equality in access to education.
Key Features	<ul style="list-style-type: none">• Accommodating all children, regardless of disability or background• Individualised support and teaching strategies.
Government Role	<ul style="list-style-type: none">• Adopt inclusive education as a policy priority• Enact supportive legislation and allocate adequate resources.
Global Collaboration	Foster partnerships between governments, organisations, educators, and communities.
Framework for Action	<ul style="list-style-type: none">• Teacher training for inclusive practices.• Curriculum adaptation for accessibility.• Develop community and parental support systems.
Impact	Influenced policies on inclusive education worldwide, including the UN's Sustainable Development Goal 4 (Quality Education).
Legal Status	Not legally binding but serves as a moral and practical guide for inclusive education.

Key Principles of the Salamanca Statement:

Adopting the Salamanca Statement Framework for Action at VKE:

The Salamanca Statement provides a framework for implementing inclusive education, which includes:

- Teacher training to handle diverse classrooms.
- Developing community-based support systems.
- Encouraging parental involvement in the education process.

Category	Details
Adopted At	Victorious Kidss Educares, Kharadi, Pune
Stakeholders	<ul style="list-style-type: none">• Students• Parents• SEL Department (Counsellors)• MYP Teachers• Programme Leadership Team (PLT)• School Leadership Team (SLT)
External contact	<ul style="list-style-type: none">• NGO• Social workers• Psychometricians (For testing and Diagnosis)• Doctors• Legal Advisor
Core Principle	Inclusive education is a fundamental right, ensuring every child has access to quality education without discrimination.
Main Goals	<ul style="list-style-type: none">• Promote inclusion of children with disabilities and special needs in mainstream schools.• Ensure equality in access to education.• Promoting emotional wellbeing of children with disabilities and special needs in mainstream schools
Key Features	<ul style="list-style-type: none">• Access and accommodation arranged and facilitated for the students with disabilities and special needs to ensure removal of barriers as per IB guidelines.• Ensuring that education systems are designed to include all children, irrespective of their abilities or backgrounds.• Providing tailored support and employing diverse teaching methods to meet the unique needs of every learner.• Developing IEPs and Support plans for students with respect to their needs and requirements• Conducting SEL workshops for age-appropriate topics to enable emotional learning• Conducting one-on-one counselling sessions for behavioural and emotional concerns• Introducing study skill sessions for students with academic concerns
Government Role	We are a private organisation, not funded by the Government.
Global Collaboration	<ul style="list-style-type: none">• IBO• Parent community• Teacher community• Student community
Framework for Action	<ul style="list-style-type: none">• Teacher training for inclusive practices and differentiation strategies• Promoting Inclusion in the school community through various platforms and activities.• Develop community and parental support systems• Workshops for spreading awareness

	<ul style="list-style-type: none"> • Creating Academic and CCA opportunities to encourage participation from the entire student community inclusive of their needs and requirements
Impact	A holistic, nurturing environment for all our learners

7.3 Structure and Process of Compliance with Legal Requirements

We aim to create an inclusive and supportive learning environment that promotes the full participation and rights of all students, regardless of their disabilities. **VKE remains updated with local laws and regulations to ensure compliance with all legal obligations related to disability rights and inclusive education.**

As an IB school, VKE has established a comprehensive structure and process to ensure compliance with legal requirements related to disability rights and inclusive education. The following outlines our approach:

- 1) Policy Framework:** We have developed a robust policy framework that outlines our commitment to inclusivity, equal opportunities, and compliance with relevant legal obligations. This framework serves as a guiding document for all stakeholders involved in the educational process.
- 2) Dedicated Compliance Team:** We have a dedicated team responsible for overseeing compliance with legal requirements. This team consists of administrators, educators, and support staff who collaborate to ensure adherence to applicable laws and regulations.
- 3) Regular Training and Professional Development:** Our staff members undergo regular training and professional development programs to enhance their knowledge and understanding of legal requirements, inclusive teaching practices, and strategies for supporting students with disabilities. This empowers our educators to create inclusive and accessible learning environments.
- 4) Accessibility Assessment:** We conduct regular assessments of our facilities to identify and address any architectural barriers that may impede the participation of students with disabilities. These assessments help us ensure that our infrastructure meets accessibility standards and provides a barrier-free environment for all students.
- 5) Individualised Education Plans (IEPs):** For students with disabilities, we develop and implement Individualised Education Plans (IEPs) in collaboration with parents, educators, and specialists. These plans outline specific accommodations, modifications, and support services tailored to each student's unique needs, ensuring their equitable access to education.
- 6) Assistive Technologies and Resources:** We provide appropriate assistive technologies and resources to support students with disabilities in their learning process. These may include specialised software, adaptive devices, and accessible learning materials, enabling students to fully participate in classroom activities and assignments.
- 7) Grievance Resolution Mechanisms:** We have established clear procedures for addressing grievances and concerns raised by parents regarding the placement or treatment of their children with disabilities. This ensures that their concerns

are acknowledged, investigated, and resolved in a timely and effective manner.

- 8) Collaboration with External Agencies:** We actively collaborate with external agencies, such as disability support organisations and educational authorities, to stay informed about best practices, legal updates, and resources related to inclusive education. This collaboration allows us to enhance our compliance efforts and continuously improve our support for students with disabilities.

VKE is committed to upholding legal requirements, promoting inclusivity, and providing a supportive learning environment that caters to the diverse needs of our students. We continuously review and adapt our approach to ensure ongoing compliance with the most current legal requirements in our jurisdiction.

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY:

At VKE, we believe that creating an inclusive and supportive educational environment is a shared responsibility. To ensure the realisation of inclusive education, we outline the following rights and responsibilities for all members of our school community:

8.1 Rights of the School Community:

- The right of all students to receive an education that meets their individual needs, irrespective of their abilities or disabilities.
- The right of students to be treated with respect, dignity, and fairness, fostering a safe and inclusive learning environment.
- The right of parents to be involved in their child's education, including participating in decision-making processes and accessing information relevant to their child's learning and development.
- The right of educators to receive professional development and support in implementing inclusive practices and addressing the diverse needs of students.
- The right of staff members to work in an environment that values diversity, promotes inclusivity, and provides the necessary resources and support for effective teaching and learning.

8.2 Responsibilities of the School Community:

- All members of the school community have the responsibility to foster an inclusive and respectful environment, promoting positive attitudes towards diversity and inclusion.
- Educators are responsible for implementing inclusive teaching practices, differentiating instruction to meet individual student needs, and providing necessary accommodations and support.
- Parents have the responsibility to actively engage in their child's education, collaborating with educators and supporting their child's learning at home.
- School administrators have the responsibility to ensure the availability of resources, support systems, and professional development opportunities necessary for inclusive education.
- Students have the responsibility to respect and support each other, embracing diversity, and actively participating in their own learning.

Articulation of Roles and responsibilities of the school community at VKE:

All the stakeholders are responsible for promoting Inclusion at VKE. Inclusion Manager works closely with the Principal, Programme Coordinator, Counsellors, teachers, parents and students to foster an inclusive environment.

Governing Body

At VKE, we believe in 'Education for Character'. To promote this, the governing body emphasises the development of positive character traits, ethical values, and social-emotional skills in students. Community outreach programs, social initiatives, and other programs that foster empathy, resilience, integrity, and responsible global citizenship are implemented regularly. The school ethos reverberates the message of the National Emblem of India, **सत्यमेव जयते (Truth Alone Shall Prevail)**, inspiring the school culture of holding onto **truth, purity, and perseverance**.

- The Governing Body is responsible for facilitating funds which are necessary for the resources as well as providing professional development opportunities for the staff.
- They are part of the annual review cycle for the policy.

Roles, Rights and Responsibilities of all Members of the School community

All the stakeholders, the student's community, parental community, SEL Department, the Programme leadership (PLT) and the School leadership team (SLT) are responsible for promoting Inclusion at VKE. They all work in collaboration to foster an inclusive environment.

School Leadership Team (SLT)

- SLT is responsible for facilitating the funds which are necessary for the resources. They are part of the annual review cycle for the policy.
- Resource Allocation and Management:
 - o Manage resources, both human and material, to ensure appropriate support is available for students requiring additional help.
 - o Coordinate the allocation of teaching assistants, specialists, and tools that support inclusion.
- Collaboration with External Agencies:
 - o Work with external agencies or specialists (e.g., occupational therapists, speech therapists) when necessary to ensure that all aspects of a student's needs are met.
 - o Build relationships with relevant community resources and professionals to provide comprehensive support for students.

Compliance with Inclusion Policy:

- Regularly review and update the inclusion policy based on feedback and evolving needs.
- Monitor school-wide implementation through audits, reports, and evaluations.
- Foster a culture of accountability and transparency in upholding inclusion standards.

Programme Leadership Team (PLT)

1) Head of Secondary School (HOSS)

The Head of Secondary School plays a key leadership role in inclusion management, ensuring that the school's approach is aligned with the needs of all students, including those with diverse learning needs. HOSS ensures that all students, regardless of ability, receive the support and opportunities they need to thrive academically, socially, and emotionally.

- Policy and Vision Implementation:
 - Ensure that the school culture supports diversity, equity, and inclusion.
 - Promote the inclusion philosophy in line with the school's mission and values, aligning it with the IB or other relevant framework.
- Collaboration with Teachers and Staff:
 - Facilitate professional development opportunities for staff to increase their awareness and understanding of inclusive teaching practices.
- Compliance and Legal Oversight:
 - Ensure the school adheres to national and international guidelines, regulations, and best practices concerning inclusion and disability rights.
 - Advocate for students' rights to equal access to education and ensure compliance with necessary legislation (e.g., accommodations, equal access).
- Promoting Well-being:
 - Ensure that social-emotional support is integrated into the curriculum for students with inclusion needs.
 - Create a safe, supportive, and nurturing environment for all students, particularly those who might face social or emotional challenges.

Compliance with Inclusion Policy:

- Conduct regular meetings to review the effectiveness of inclusive practices within their programs.
- Facilitate teacher professional development on inclusive education strategies.

2) Programme Coordinator

The coordinator plays a critical role in inclusion management. Their responsibilities ensure that all students, including those with diverse learning needs, are provided with an equitable and supportive learning environment.

- The Counselling Department, along with the Inclusion Manager, reports to the Programme Coordinator about the needs and requirements of the students.
- The Programme Coordinator will provide examination accommodation as needed and recommended by the IB during the in-school assessments.
- The Programme Coordinator will inform IB and apply for accommodation and extensions, which need to be facilitated during the e-assessment.
- The Programme Coordinator retains confidentiality.
- Policy Implementation and Alignment:
 - Ensure that the inclusion policy aligns with the overall school inclusion vision and is consistently applied across all subject areas and grade levels.

- Collaboration with Teachers and Staff:
 - Work closely with subject teachers, support staff, and specialists to ensure that teaching strategies, classroom management, and assessments are differentiated for students with varied learning needs.
- **Student Identification and Support:**
 - Oversee the identification and assessment of students with additional learning needs, including those with disabilities, learning difficulties, and gifted students.
 - Collaborate with the SEL team (special educators, counsellors, and psychologists) to design Individual Education Plans (IEPs) and accommodations to meet the needs of students.
 - Ensure that students receive appropriate support, whether through accommodations in assessments, in-class assistance, or targeted interventions.
- **Creating an Inclusive School Culture:**
 - Promote a positive, supportive environment where students with diverse needs feel confident and are encouraged to take risks in their learning.
 - Lead efforts to reduce stigma and promote acceptance of differences by fostering a culture of understanding, empathy, and respect.
- Support for Social-Emotional Development:
- Work alongside counsellors and pastoral care staff to ensure that students with learning needs receive the necessary social-emotional support.
- Address the well-being of students by supporting programs that promote resilience, self-esteem, and positive relationships.
- The Programme Coordinator will provide examination accommodation as needed and recommended by the IB during the in-school assessments.
- The Programme Coordinator will inform IB and apply for accommodations and extensions which need to be facilitated during the e-assessment.
- The Programme Coordinator retains confidentiality.
- **Data and Monitoring:**
 - Monitor the progress of students with diverse learning needs and track the effectiveness of the interventions.
 - Use data to refine strategies and report to the school leadership team and stakeholders on the inclusion initiatives and outcomes.
- **Parent and Community Engagement:**
 - Foster strong communication with parents, guardians, and external professionals regarding the educational plans and progress of students with special needs.
 - Create a partnership with families to ensure that support extends beyond the classroom and is consistent.

Compliance with Inclusion Policy:

- Maintain confidentiality while adhering to ethical standards and school policies.
- Conduct regular meetings to review the effectiveness of inclusive practices within their programs.
- Facilitate teacher professional development on inclusive education strategies.

- Provide tailored support to teachers in planning and delivering inclusive lessons.

Social Emotional Learning (SEL) Department:

Inclusion Manager

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

Counsellors:

- The counsellors work in collaboration with the Inclusion Manager to create and promote an inclusive learning environment in school.
- The counsellors are responsible for observing and monitoring the behavioural and/or academic progress of the students.
- It is their responsibility to report their findings to the Programme Coordinator.
- The counsellors, along with the Inclusion Manager, Programme Coordinator, Head, and Principal, share the relevant feedback with the parents. Individual plans and referrals for further testing (if necessary) are shared after parental consent.
- The counsellors communicate the results of any tests that have been undertaken by the parents to the relevant staff, including teachers, coordinators and the Principal. In the event of an academic concern, these results are shared with the school's Inclusion Manager, allowing for the development and implementation of an individualised plan tailored to the student's needs.
- Psychological Evaluation for diagnostic purposes is outsourced.

Counsellors play a crucial role in inclusion management by providing support to students with special needs and contributing to the creation of an inclusive school environment. Each grade has a dedicated Counsellor known as the Grade Level Counsellor (GLC)

- **Providing Emotional Support:**

- Counsellors offer individual counselling to students with special needs to help them cope with academic, social, or emotional challenges. They support students in building self-esteem, resilience, and emotional regulation skills.

- **IEPs: in Collaboration with Teachers and Parents:**

- Counsellors work closely with teachers, parents, and other school staff to share insights about the child's emotional and behavioural needs. They

collaborate to develop and implement Individualised Education Plans (IEPs), ensuring that appropriate accommodations are in place.

- **Screening for Specific needs and requirements:**
 - Counsellors use screening tools to identify students' needs, learning styles, and areas for support. They also assess social-emotional development and provide recommendations for further testing and any diagnosis. Psychological Evaluation for diagnostic purposes is outsourced.
- **Advocacy for Students:**
 - Counsellors advocate for the needs of students with special needs, ensuring their rights to an inclusive education are upheld. They support the school in implementing inclusive practices and policies to ensure all students are valued and included.
- **Supporting Social Integration:**
 - Counsellors assist students with special needs in building positive relationships with peers, teachers, and staff. They may organise or facilitate social skills groups to promote interaction and cooperation among students with different needs.
- **Crisis Management:**
 - Counsellors provide immediate support during emotional or behavioural crises, ensuring students' well-being and safety. They work with students and staff to develop strategies to manage challenging behaviours and minimise disruptions in the classroom.
- **Facilitating Conflict Resolution:**
 - Counsellors mediate conflicts between students, including those with special needs, to ensure respectful communication. They help students navigate social dynamics, resolve disputes, and promote empathy and understanding.
- **Promoting Mental Health Awareness:**
 - Counsellors lead programs and initiatives to promote mental health awareness and reduce stigma surrounding special needs. They provide workshops and resources for students, staff, and parents on mental health, self-care, and supporting students with diverse needs.
- **Training and Supporting Staff:**
 - Counsellors provide professional development opportunities for teachers and staff on inclusive practices, differentiating instruction, and supporting students with special needs. They offer guidance on how to communicate and work effectively with students with various learning, emotional, and behavioural needs.
- **Monitoring and Tracking Progress:**
 - Counsellors regularly monitor the academic, social, and emotional progress of students with special needs, adjusting interventions as necessary. They keep records of counselling sessions, progress, and any changes in the student's development or behaviour to inform IEP updates or discussions.
- **Promoting an Inclusive School Culture:**
 - Counsellors help create an inclusive, accepting, and respectful school culture by educating students about diversity, inclusion, and empathy.

They support school-wide initiatives that promote inclusivity and celebrate the diverse needs and abilities of all students.

- **Developing Transition Plans:**

- Counsellors assist in creating transition plans for students with special needs as they move between grade levels, school environments, or into post-school life. They ensure that students have the necessary skills and supports for successful transitions, reducing anxiety and uncertainty. It is their responsibility to report their findings to the Programme Coordinator.

Compliance with Inclusion Policy:

- Maintain confidentiality while adhering to ethical standards and school policies.
- Collaborate with teachers, parents, and students to ensure effective implementation of the inclusion policy.
- Conduct regular sessions to build awareness and acceptance among all students.

Teachers

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

Compliance with Inclusion Policy:

- Participate in professional development on inclusive education strategies.
- Implement IEPs, access arrangements, and other accommodations as required.
- Collaborate with the SEL team and leadership to address challenges and barriers to inclusion.

Shadow teachers

- The shadow teacher helps fill in the gaps in the student's learning to help students cope with the academic rigour by providing appropriate support.
- Develop and implement varied strategies that support the student's learning.

- Help the students meet the learning benchmarks for their grade.
- Work closely with the inclusion team to make effective plans for the student.

Parents

- Partnership with parents plays a key role in enabling students with Special Education Needs to achieve their potential. The parents hold key information, knowledge and experience to contribute to a student's needs. An Individualised Plan is made in collaboration with the parent and students. Thus, parents are advised to communicate information and documentation regarding their child's special education needs and requirements at the time of admission. They have to provide documentation with a recent psychological evaluation (≤ 3 years) needed for IBO accommodation. The school has a system in place for resolving parental concerns and queries. Once every week, parents can meet in the homeroom and receive feedback.
- Partnership with parents plays a key role in enabling students with Special Education Needs to achieve their potential.
- The parents hold key information, knowledge and experience to contribute to a student's needs. An Individualised Plan is made in collaboration with the parent and students. Thus, parents are advised to communicate information and documentation regarding their child's special education needs and requirements at the time of admission.
- They must provide documentation with a recent psychological evaluation (≤ 3 years) needed for IBO accommodation. The school has a system in place for resolving parental concerns and queries.
- Once every 2 weeks, parents can meet the homeroom/advisors/subject teacher/supervisors to give and receive feedback.

Parents of children with special needs play a pivotal role in inclusion management, supporting not only their child's development but also contributing to the school's efforts in creating an inclusive learning environment. Below is a tabular overview of the key roles parents play in this context:

Role	Description
Advocacy for Children's Needs	Advocating for their child's rights to inclusive education, ensuring that their child receives necessary accommodations and modifications in the classroom.
	Communicating their child's specific needs and preferences to educators and school leadership.
Collaboration with the School	Actively collaborating with teachers, counsellors, and support staff to create and update Individualised Education Plans (IEPs)
	Participating in meetings to discuss their child's progress, challenges, and any adjustments needed for inclusive support.

Providing Insights into a Child's Strengths and Needs	Sharing valuable insights regarding their child's learning style, triggers, preferences, and behaviours to help educators create tailored learning strategies.
	Offering information about medical, emotional, or psychological factors that may influence the child's learning.
Encouraging Self-Advocacy	Encouraging the child to voice their own needs and participate in decision-making related to their education.
	Helping the child understand and express their strengths and areas of difficulty, empowering them to advocate for necessary support.
Supporting Learning at Home	Reinforcing learning strategies at home to ensure consistency and continuity in the child's education.
	Providing a supportive environment that fosters independence and self-regulation in their child's learning process.
Monitoring Child's Progress	Regularly reviewing their child's academic and social-emotional progress with teachers to ensure the effectiveness of the accommodations and adjustments in place.
	Tracking improvements and challenges, ensuring the child receives the necessary resources to thrive in the learning environment.
Emotional Support and Encouragement	Providing emotional support to help the child build resilience, confidence, and self-esteem.
	Encouraging a positive mindset and helping the child cope with frustrations or challenges related to learning.
Supporting Social Inclusion	Encouraging their child to engage with peers and participate in extracurricular activities, fostering social relationships and friendships.
	Advocating for a culture of acceptance and inclusivity at school and within the broader community.
Sharing Resources and Networks	Sharing information about external resources, therapies, or networks that may help support their child's development (e.g., specialists, therapists, community programs).
Participating in School Initiatives	Getting involved in school activities related to inclusivity, such as awareness campaigns, workshops, or parent support groups.
Feedback and Continuous Improvement	Providing constructive feedback on the effectiveness of the inclusion strategy from the perspective of the child's experiences.
	Suggesting areas for improvement and working collaboratively with the school to implement changes that will benefit the child's educational experience.

Compliance with Inclusion Policy:

- Attend meetings and workshops to stay informed about the inclusion policy and practices.
- Respect and support the school's strategies for creating an inclusive environment.
- Encourage their child to embrace diversity and practice empathy.
- Provide relevant and authentic information and medical documents with respect to the child's learning needs and requirements.
- Provide consent for sharing of the medical documents and other relevant details with IB for requesting access arrangement and accommodations at the time of IB registrations.

Student

- The students with special education needs have an equal opportunity to participate in all the classroom activities and projects. They are a part of all the service/CAS activities and field trips. Depending on the severity of the learning difficulty and need, the student will be provided with close supervision, and his/her work will be regularly monitored.
- The students with special education needs have an equal opportunity to participate in all the classroom activities and projects.
- They are a part of all the service activities and field trips. Community Project (MYP 3) and Personal Project (MYP 5) are equally compulsory for students with special education needs.
- Depending on the severity of the learning difficulty and need, the student will be provided with close supervision, and his/her work will be regularly monitored.
- Students are counselled and provided with accommodation and access arrangements to remove the barriers to their learning and ensure equal opportunity to showcase their potential.

Role	Description
Self-Advocacy	Understanding their strengths, challenges, and learning styles.
	Communicating their needs to teachers and support staff (e.g., accommodations, modifications, assistive tools).
Setting Personal Goals	Working with educators to set realistic academic and personal goals.
	Monitoring their own progress towards achieving goals.
Active Participation in IEPs/Support Plans	Contributing to the development of Individual Education Plans (IEPs)
	Participating in decision-making about accommodations and strategies.
Engagement in	Actively participating in class activities, discussions, and projects

Inclusive Classroom Practices	with differentiated support.
	Collaborating with peers in group work, ensuring inclusivity.
Using Available Resources	Utilising assistive technology and tools (e.g., screen readers, speech-to-text software, organisational apps).
	Leveraging support from learning assistants, counsellors, or specialists.
Contributing to a Positive School Culture	Embracing their learning differences to promote understanding and respect.
	Serving as role models of perseverance and determination for peers.
Participating in Reflection and Feedback	Reflecting and sharing feedback on their learning experiences to understand areas of growth.
Promoting Independence and Self-Efficacy	Developing strategies for independent learning and problem-solving.
	Gaining confidence and a sense of accomplishment through self-directed learning.
Support in Peer Mentorship	Participating in peer mentoring or tutoring programs to both receive and offer support.
Building Relationships with Teachers and Support Staff	Collaborating with teachers, special educators, and counsellors to identify effective strategies for success.
	Engaging in ongoing communication to ensure that learning plans are adjusted according to their needs.

Compliance with Inclusion Policy:

- Follow school rules and expectations related to inclusivity and non-discrimination.
- Participate in awareness-building activities or campaigns promoting diversity and inclusion.
- Engage in interventions, counselling, or support sessions designed to help them succeed.
- Follow classroom rules and instructions to create a positive learning environment.
- Collaborate with peers to build mutual understanding and teamwork.

VISION OF VKE AND INCLUSION: OUR VEDANTIC VISION

School believes that “Every Child Matters” and we are committed to providing quality education to all children. At Victorious Kidss Educares (VKE), our vision is to create an inclusive learning community where every student, irrespective of their abilities or

disabilities, is provided with equal opportunities to thrive academically, socially, and emotionally. By implementing an inclusive IB program aligned with our school's vision, VKE strives to empower every student to reach their full potential and become active contributors to a diverse and inclusive society. We are committed to creating an educational environment that fosters inclusivity, promotes equality, and prepares students for a successful future.

- At Victorious Kidss Educares (VKE), our vision is rooted in the belief that every individual has the potential to discover their inner strength, cultivate their thoughts, and develop their skills to attain human perfection.
- At VKE, we strive to create active and compassionate planet guardians who understand, share responsibility, and work together to make the world a safer and better place. To facilitate this, we aim to develop an inclusive learning environment where **“Every Child Matters”** and are able to discover their self-worth and inner potential, to solve real-life problems effortlessly.
- This vision aligns closely with The International Baccalaureate (IB)’s mission *for fostering an inclusive educational environment that removes or reduces barriers, enabling every student to fully engage in its programmes.*
- This commitment is rooted in a culture of collaboration, mutual respect, support, and problem-solving across the entire school community. In line with our Inclusion Policy, we nurture each student’s unique capabilities and ensure that all learners—regardless of ability—have the opportunity to thrive. We create an inclusive environment where every student is valued, supported, and empowered to reach their full potential.
- Our mission embodies the principle of **“Learning to love to learn,”** guiding students to develop a passion for learning, global citizenship, and international mindedness.
- By combining the Indian heritage of Vedanta with the rigorous curriculum and assessments of the International Baccalaureate (IB), we foster a community of learners who embrace and respect diversity in all its forms—religion, culture, and thought.
- The Vedantic teachings emphasise the interconnectedness of all beings and the inherent potential within each individual, principles that resonate with our commitment to inclusion.
- Vedanta teaches us to recognise the divinity in every person, which shapes our approach to ensuring that each student, regardless of background or need, is given the support and resources to thrive.
- This vision is reinforced by our inclusive approach, where every child is given the opportunity to discover their self-worth, unlock their inner potential, and solve real-life problems effortlessly, in harmony with Vedantic values of unity, balance, and respect for all.
- **Inclusive Principles in IB Programme at VKE:** IB programmes are crafted to be inclusive and equitable, ensuring all learners have equal access to educational opportunities.
- **Key strategies include:**

- Universally Designed Curriculum: Developing curricula that are fair and accessible to all learners.
- Planned Access and Adaptations: Considering specific access needs and student well-being during curriculum development.
- Cultural Representation: Incorporating diverse experiences, contributions, and histories from various cultures, nationalities, backgrounds, identities, and perspectives.
- This approach ensures that all learners feel represented and valued, fostering a sense of belonging. It also encourages critical and holistic thinking, reducing cultural bias and exposing students to multiple narratives and ways of knowing.
- By embedding these inclusive principles and practices, the VKE ensures that all learners have equitable opportunities to succeed, reflecting its mission to develop inquiring, knowledgeable, and caring young people who contribute to a better and more peaceful world.
- Ultimately, at VKE, we strive to develop active and compassionate global citizens—planet guardians—who understand their responsibilities toward the world and work collaboratively to make it a better, safer place.

Our school's vision of implementing an inclusive IB program encompasses the following key aspects:

- 1) Celebrating Differences:** We value and celebrate the diversity of our student body, recognising that every individual brings unique perspectives, talents, and abilities to our learning community. We foster an environment where differences are embraced, and students learn to appreciate and respect one another's strengths and challenges.
- 2) Equitable Access to Education:** We believe that every student deserves equitable access to quality education. In implementing the IB program, we strive to create inclusive learning environments that cater to the diverse needs of our students. Through differentiated instruction, individualised support, and appropriate accommodations, we ensure that all students have access to a challenging and enriching educational experience.
- 3) Personalised Learning:** We recognise that students learn in different ways and at their own pace. Our inclusive IB program emphasises personalised learning approaches that cater to each student's unique learning style, interests, and abilities. Through the development of Individualised Education Plans (IEPs) and differentiated instruction, we support students in reaching their full potential and fostering a love for lifelong learning.
- 4) Collaborative Partnerships:** Inclusivity is a collective effort involving the collaboration of students, parents, educators, and the wider community. We actively engage parents in their child's educational journey, fostering open communication and collaboration. We also collaborate with external agencies, support organisations, and experts to enhance our inclusive practices and provide comprehensive support to students with diverse learning needs.
- 5) Holistic Development:** Our inclusive IB program is designed to nurture the holistic development of each student. We emphasise not only academic growth but also social-emotional well-being, character development, and the cultivation of

essential life skills. Through a well-rounded education, we prepare students to become compassionate, open-minded, and globally aware individuals.

SCHOOL LEADERSHIP

10.1 Policy Implementation

The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

At VKE, we regularly review and adhere to IB rules, regulations, and guidelines that are essential for supporting the implementation and ongoing development of inclusive education. By following these established standards, schools ensure that inclusive practices are embedded within the IB programmes.

- **Ensuring Inclusive Program Implementation:** Regularly reviewing and following IB rules, regulations, and guidelines enables schools to ensure the effective implementation of inclusive practices within the IB programmes. At VKE, the steering committee annually reviews these guidelines to ensure that the curriculum, instructional strategies, and assessment practices are inclusive and cater to the diverse needs of students. Adherence to these guidelines ensures that all students, regardless of their backgrounds or abilities, have equitable access to quality education and opportunities for success (International Baccalaureate Organisation, 2014).
- **Promoting Collaboration and Professional Development:** Regular review of IB rules and guidelines encourages collaboration and ongoing professional development among educators. The school engages in reflective practices and collaborative discussions to evaluate its inclusive practices and identify areas for improvement. This process supports educators in enhancing their knowledge and skills related to inclusive education. By continuously learning and adapting their practices, educators ensure that they provide effective support to students with diverse needs and create inclusive learning environments at VKE. (International Baccalaureate Organisation, 2019).
- **Addressing Student and Community Needs:** Adherence to IB rules and guidelines supports schools in addressing the specific needs of students and the local community. By reviewing these guidelines, schools can identify areas where further support or resources may be required. This process enables schools to collaborate.

10.2 Roles and Responsibilities

The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

At VKE, we have a clear articulation of governance and leadership structures which is crucial for ensuring the successful implementation and development of inclusive education. By establishing well-defined roles, responsibilities, and mandates, schools

create a framework that supports effective decision-making, collaboration, and accountability in the context of inclusive education.

- **Defined Governance Structure:** VKE has established a clear governance structure that promotes inclusive education. This structure practices a governing board or leadership team responsible for setting policies, overseeing the implementation of inclusive practices, and ensuring compliance with relevant regulations. The governance structure actively supports the creation of an inclusive environment by addressing the diverse needs of students, promoting equitable opportunities, and fostering an inclusive school culture (International Baccalaureate Organisation, 2019).
- **Inclusive Leadership Roles and Responsibilities:** In addition to the governance structure, VKE has defined inclusive leadership roles and responsibilities. This includes the appointment of a principal or head of school who champions inclusivity and ensures that all stakeholders are actively involved in decision-making processes. Inclusive leaders work collaboratively with teachers, staff, counsellors, students, parents/guardians, and community members to foster an inclusive educational environment. They provide guidance, support, and resources necessary to implement inclusive practices and ensure that every student has access to quality education (International Baccalaureate Organization, 2019).
- **Collaborative Decision-making:** Effective governance and leadership structures at VKE emphasise collaborative decision-making in the context of inclusive education. The school actively involves all stakeholders in decision-making processes to ensure diverse perspectives are considered. This collaboration includes teachers, students, parents/guardians, and community members. By involving all stakeholders, schools create a sense of shared ownership and foster a collaborative environment that supports the implementation and development of inclusive practices (International Baccalaureate Organisation, 2019).
- **Mandates and Policies for Inclusive Education:** To ensure the successful implementation of inclusive education, IB World Schools establish mandates and policies that explicitly address inclusivity. These mandates and policies guide the development and implementation of inclusive practices, task modifications, assessment accommodations, and support services for students with diverse needs. By articulating these mandates and policies, schools provide a clear framework that ensures the inclusion of all students, promotes equitable opportunities, and supports their holistic development (International Baccalaureate Organisation, 2019).
- **Continuous Professional Development:** At VKE, we prioritise continuous professional development for all staff members to enhance their knowledge and skills in inclusive education. Schools offer training programs, workshops, and collaborative learning opportunities that address the specific needs of diverse learners. By providing ongoing professional development, schools ensure that teachers and staff are equipped with the necessary knowledge and strategies to create inclusive learning environments, implement differentiated instruction, and support the diverse needs of students (International Baccalaureate Organisation, 2019).

- **Admission:** We, at Victorious Kidss Educares, welcome students with special education needs into our school, provided that we can make appropriate provision for their needs. Students with Special Education Needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission Policy, taking into account the suitability of the student to mainstream education and availability of resources and facilities to meet that student's needs. In case we are unable to cater to their needs, the school refers to other organisations with which the school has a tie-in.

As a school, we are staffed and equipped to support inclusive access to our programmes for most students with mild to moderate special education needs.

RESOURCES AT VKE

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

- Grade level Counsellors (Academic, Emotional and Behavioural)
- Subject Matter Experts (Teachers with Master's in their subjects, B.Ed.)
- Theatre (Social and communication)
- Visual Art Department (Creativity)
- Dance (Movement, Coordination, Balance)
- Sports Facilitators (Mind and Body Exercise)
- Medical room and a Qualified Nurse (First aid, Medicines)
- Parent Association Platform for Parent Concerns
- Career Counselling Department (for career choices and career-related counselling)

The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

At VKE, we have the provision of relevant human, natural, built, and virtual resources, which are essential for the successful implementation of inclusive education. By ensuring equitable access to these resources, schools create an environment that supports the diverse needs of students, promotes inclusive practices, and fosters a culture of equality.

- **Human Resources:** We recognise the importance of providing relevant human resources to support inclusive education. This includes a diverse team of educators, administrators, support staff, and specialists who possess the knowledge, skills, and understanding necessary to meet the needs of all students. The school prioritises professional development and training programs to equip staff members with inclusive pedagogical practices, differentiated instruction techniques, and strategies for supporting students with diverse learning needs. By investing in human resources, schools ensure that students receive the necessary support to thrive academically, socially, and emotionally (International Baccalaureate Organisation, 2019).

- **Natural Resources:** Inclusive education at VKE also relies on the availability and accessibility of natural resources. These resources encompass the physical environment, natural surroundings, and the use of outdoor spaces. Schools provide inclusive physical environments that are accessible and accommodate the diverse needs of students. This may include ramps, elevators, wide hallways, and designated quiet areas. Furthermore, incorporating outdoor spaces, such as gardens and nature trails, allows students to engage with the natural environment, fostering holistic development and providing opportunities for hands-on learning experiences (International Baccalaureate Organisation, 2019).
- **Built Resources:** We recognise the importance of providing built resources that support inclusive education. This includes well-designed and equipped classrooms, libraries, laboratories, and other facilities. Schools ensure that these spaces are accessible, adaptable, and inclusive. Classrooms are furnished with appropriate seating options, adjustable desks, and assistive technologies to meet the diverse needs of students. Libraries are stocked with a wide range of resources that represent diverse cultures, languages, and abilities, fostering inclusivity and promoting cultural competency. By providing built resources that cater to diverse learning needs, schools create an environment that supports the academic and social development of all students (International Baccalaureate Organisation, 2019).
- **Virtual Resources:** In the digital age, virtual resources play a significant role in supporting inclusive education at VKE. Schools provide access to educational technology, online platforms, and digital resources that facilitate personalised and differentiated learning experiences. Virtual resources include educational apps, multimedia materials, online learning platforms, and assistive technologies. These resources enable students with diverse needs to engage with the curriculum, access additional support, and participate in interactive learning experiences. By incorporating virtual resources, schools bridge the gap between students' individual learning needs and the educational content, fostering inclusivity and enhancing educational opportunities (International Baccalaureate Organisation, 2019).
- **Equitable Resource Allocation:** At VKE, we ensure equitable resource allocation to support inclusive education. This involves careful planning, needs assessment, and strategic decision-making to allocate resources based on the specific needs of students. The school strives to provide resources fairly and transparently, ensuring that all students have access to the necessary support, regardless of their backgrounds or abilities. We actively collaborate with stakeholders, including parents/guardians, community organisations, and relevant service providers, to identify and address resource gaps, ensuring that every student receives an equitable and inclusive education (International Baccalaureate Organisation, 2019).

STUDENT SUPPORT

12.1 The school identifies and provides appropriate learning support. (0202-02)

At VKE, we are committed to providing a high-quality education that prepares students for success in a globalised world. A key aspect of this success lies in the learning environments created within the schools.

- **Inclusive and Diverse Learning Communities:** VKE prioritises the creation of inclusive and diverse learning communities that celebrate and embrace students' unique backgrounds, perspectives, and abilities. By fostering a sense of belonging and acceptance, the schools create an environment where students feel valued and supported. Inclusive classrooms encourage collaboration, respect, and empathy among students, promoting a positive social and emotional learning environment.
- **Holistic Approaches to Learning:** At VKE, we adopt a holistic approach to education, emphasising the development of the whole child. Learning environments in schools go beyond academics and focus on nurturing students' social, emotional, and physical well-being. By providing opportunities for students to engage in co-curricular activities, sports, and community service, we help students develop a well-rounded personality, promoting their overall success.
- **Inquiry-Based Learning:** At VKE, the learning environment is designed to promote inquiry-based learning. Students are encouraged to ask questions, explore new ideas, and critically analyse information. By fostering curiosity and a love for learning, these environments empower students to become active participants in their own education, developing critical thinking, problem-solving, and research skills that are essential for success in higher education and beyond.
- **Collaborative and Student-Centred Approaches:** We, at VKE, prioritise collaborative and student-centred approaches to learning. Classrooms are designed to facilitate small group discussions, teamwork, and peer-to-peer learning. Students are given opportunities to work together, share ideas, and learn from each other's diverse perspectives. This collaborative environment not only enhances academic achievement but also promotes the development of important interpersonal and communication skills necessary for success in the global workforce.
- **Authentic Assessment and Feedback:** Authentic assessment methods that go beyond traditional exams, where students are encouraged to demonstrate their understanding through real-world applications, projects, presentations and portfolios. Through ongoing feedback and reflection, students receive constructive guidance that supports their growth and development, fostering a culture of continuous improvement and setting them up for success in higher education and future careers.

12.2 The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

At VKE, the implementation and review of systems and processes to identify students' needs play a crucial role in ensuring every student receives the necessary support for

their academic, social, and emotional development. By employing effective strategies, the team of counsellors and academic facilitators proactively identify and addresses the diverse needs of students, promoting inclusive and personalised education by designing Individualised Educational Plans for their respective Social, Emotional, Behavioural and Learning Needs.

Students have special learning needs if they have particular difficulty or challenges when learning, which call for special educational provision to be made for them.

Students have a learning difference or special need if they:

- display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.
- display a higher-than-average aptitude in one or more subjects that require adaptation and extension of the curriculum.
- have the aptitude to meet all curriculum and assessment requirements but require support to reach their full potential in learning and assessment.
- require support to access teaching and learning, including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

12.3 Special educational needs catered to at VKE

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

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

12.4 Important Stages for Identifying diverse learning needs of learners at VKE:

- **Early Intervention for Academic Support:** Implementing systems and processes that identify students' academic needs at an early stage can significantly contribute to their success. For example, the school conducts regular formative assessments to assess students' learning progress and identify areas where additional support may be required. This approach enables educators and counsellors to intervene promptly and provide targeted interventions, such as personalised instruction, tutoring, or enrichment programs, to help students overcome challenges and achieve their full potential.

- **Identification of Special Educational Needs:** Effective systems and processes are essential for identifying students with special educational needs and providing them with appropriate support. VKE has established a multi-tiered system of support, which includes screening procedures, diagnostic assessments, and collaboration with specialists, to identify students who may require individualised education plans or additional accommodations. Regular reviews of these systems ensure that students' evolving needs are consistently met throughout their educational journey.
- **Social-Emotional Assessment and Support:** To foster students' social-emotional well-being, it is vital to implement systems and processes that identify their emotional and behavioural needs. At VKE, we utilise various tools, such as surveys, observations, and self-assessment questionnaires, to gauge students' social-emotional development and detect potential concerns during the SEL workshops and individual sessions. The **Grade Level Counsellor (GLC)** conducts regular check-ins with students, providing a safe space for them to express their emotions and seek guidance. Based on the identified needs, the team of Counsellors curate a specific plan for the student and also targeted interventions to support students' social-emotional growth.
- **Culturally Responsive Practices:** At VKE, we also cater to students with diverse linguistic needs. Systems and processes have been implemented to ensure the inclusive needs of these students. At VKE, we have adopted culturally responsive assessment methods, such as performance-based assessments or portfolio reviews, to capture the diverse strengths and talents of students from various cultural backgrounds. Additionally, educators and facilitators also engage in ongoing professional development to enhance their cultural competence and ensure that their instructional approaches address the unique needs of all students.
- **Regular Review and Improvement:** At VKE, we have a quarterly review to assess the efficacy of existing IEP and Action plans with the committee of the School Head, Programme Head, Coordinator, teachers, administrators, support staff, and parents/guardians. This committee can gather feedback from stakeholders, analyse data on student performance and well-being, and identify areas for enhancement. The insights gained from these reviews can inform adjustments to existing strategies, the introduction of new interventions, and the allocation of resources to better support students' needs.
- **Documentation of inclusive education and other diverse needs:** School has a system in place to document profiles of individual learning, pertinent policies and lists of resources. This ensures support needed for meetings with students, parents, specialists and collaborative approaches to meet learning diversity. At VKE, a case report for all the students who have learning support requirements is developed and documented by the Grade level Counsellor from the counselling Team. The case report includes medical reports, psychological evaluations, test

reports, observations from a grade-level counsellor, subject teachers and homeroom. The report also includes the individual plans and strategies which are developed and implemented for the students' growth and progress. When students change schools or move from one IB program to another, all cumulative folders will also be transferred.

12.5 The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

At VKE, we support the identified needs of students to ensure their holistic development and academic success. By demonstrating this support through comprehensive planning, well-defined policies, and effective practices, the school create an inclusive environment where every student can thrive.

12.6 The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

At VKE, an IB World school, the school with a difference, where “Every Child Matters”, the provision of dedicated staff, suitable facilities, and adequate resources is critical in ensuring the successful implementation of inclusive education. By aligning these essential elements with their inclusion policy, IB vision and mission, VKE creates an environment that supports the diverse needs of students.

- **Trained and Supportive Staff:** At VKE, we recognise the importance of having trained and supportive staff to cater to the diverse needs of students. Special education teachers, learning support specialists, and counsellors are crucial members of the school community who provide individualised assistance and support. The specialised training equips teachers to implement differentiated instruction techniques, adapting their teaching methods to accommodate various learning styles and abilities (Friend & Bursuck, 2018). The school invests in ongoing professional development for the staff members to help them stay updated with best practices in inclusive education. This approach enables educators to effectively address students' needs, fostering a conducive learning environment.
- **Accessible and Inclusive Facilities:** At VKE, we strive to create accessible and inclusive physical environments that accommodate students of all abilities. Schools ensure that facilities, such as classrooms, libraries, and laboratories, are designed with Universal Design for Learning principles in mind to accommodate the physical needs of all our learners. For instance, classrooms have flexible seating options, adjustable desks, and assistive technologies to support students with physical disabilities or sensory impairments. Accessible pathways, ramps, and elevators are provided to ensure easy movement within the school premises. By embracing inclusive facility design, the school promotes equal opportunities for all students to engage in learning and participate fully in school activities.
- **Varied Learning Resources:** To support the implementation of inclusive education, VKE provides a range of learning resources that cater to different

learning styles and abilities. School ensures access to a diverse collection of books, digital resources, manipulatives, and assistive technologies. For example, libraries are stocked with books representing diverse cultures, languages, and abilities, fostering a sense of belonging and promoting cultural competency (IBO, 2019). Additionally, the school has invested in technology resources such as tablets, software, and educational apps to facilitate personalised and engaging learning experiences for students.

- **Collaborative Partnerships:** VKE actively engages in collaborative partnerships with external organisations, experts, and the wider community to enhance the provision of staff, facilities, and resources. School has established partnerships with local community organisations, parent/guardian associations, and universities to access additional expertise and resources. VKE has connections with NGOs, psychiatrists, social workers, and health care providers, and also frequently collaborates with special education service providers, speech therapists, or occupational therapists to address specific student needs. These partnerships enrich the inclusive education ecosystem, enabling schools to offer comprehensive support to their students. (Refer to Appendix V)

12.7 The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

At Victorious Kidss Educare, the effective use of learning spaces and environments plays a crucial role in promoting inclusive education. By ensuring that learning spaces are designed to meet the needs of all students, schools create an environment that supports their diverse learning styles, abilities, and preferences. We understand the significance of maximising learning spaces and implement plans to meet the needs of all students and learners at VKE.

- **Flexible Classroom Arrangements:** VKE recognises the importance of flexible classroom arrangements to accommodate diverse learning needs. By offering adaptable seating options, such as adjustable desks, flexible seating, and alternative workspaces, the school creates a learning environment that caters to students' individual preferences and physical needs (Tomlinson & McTighe, 2006). The school has different stations for catering to subject requirements, and these stations are equipped with furniture, workstations, lights, and technology support like smart boards, projectors and other learning aids. Students may choose to sit on chairs or work on the floor as per their preference. This accommodation allows the movers and the independent workers to work in their preferred manner, thus promoting engagement, comfort, and productivity among students, enhancing their learning experiences.
- **Multi-Sensory Learning Spaces:** At VKE, we strive to create multi-sensory learning spaces that cater to different learning styles and abilities. Utilising visual aids, auditory resources, tactile materials, and interactive technologies allows students to engage with content in a variety of ways. For instance, classrooms

equipped with smart boards, multimedia resources, and hands-on manipulatives enable students to explore concepts through various senses. By incorporating multi-sensory elements, schools address the diverse needs of students, making learning accessible and engaging for all.

- **Specialised Learning Areas:** To meet the needs of specific subjects or activities, VKE provides specialised learning areas within their facilities. These areas are designed to support hands-on and experiential learning. For instance, science laboratories, art studios, and Design labs offer students opportunities to engage in practical experiments, artistic expression, and creative problem-solving. By providing dedicated spaces for specific disciplines, schools ensure that students have access to the necessary resources and environments that enhance their learning experiences (International Baccalaureate Organisation, 2014).
- **Outdoor Learning Environments:** VKE recognises the value of outdoor learning environments for holistic development. Incorporating outdoor spaces, such as gardens, nature trails, and outdoor classrooms, allows students to engage with nature, promote physical well-being, and foster a connection with the environment. Outdoor learning environments provide opportunities for hands-on exploration, ecological studies, and experiential learning. By incorporating these spaces through field trips, excursions, service and CAS activities, schools support the diverse needs of students and provide an enriching educational experience beyond the traditional classroom (International Baccalaureate Organisation, 2014).
- **Collaborative Spaces:** VKE emphasises the importance of collaborative learning. To facilitate collaboration, schools provide designated spaces for group work, discussions, and project-based learning. These spaces can include shared worktables, comfortable seating areas, and breakout rooms. Collaborative spaces encourage students to work together, share ideas, and learn from one another. By promoting collaboration, schools create an inclusive environment where students can develop important interpersonal and teamwork skills.

12.8 The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Victorious Kidss Educares, an IB World School with its roots in Vedantic philosophy, believes in fostering the social, emotional, and physical well-being of students and teachers as its top priority. Recognising that well-being is essential for academic success and overall development, VKE works towards creating a supportive environment that prioritises the holistic well-being of its school community.

- **Promoting Social Well-being:** VKE emphasises the importance of promoting social well-being among students. We are committed to creating a culture of inclusivity, respect, and empathy, where students feel valued and connected. We encourage positive relationships and foster a sense of belonging through various strategies such as organising team-building activities, cooperative learning

experiences, and community service projects that promote collaboration and encourage students to develop healthy social interactions. By nurturing social well-being, we create an environment that supports positive peer relationships, enhances communication skills, and fosters a sense of community (International Baccalaureate Organisation, 2019).

- **Supporting Emotional Well-being:** Emotional well-being is a vital aspect of a student's overall development. At VKE, we prioritise creating a nurturing and supportive environment that acknowledges and addresses the emotional needs of students. We provide opportunities for students to express their emotions, develop emotional intelligence, and cultivate resilience. School has established counselling services, peer support programs, and mindfulness practices to support students' emotional well-being. By fostering emotional well-being, schools equip students with the necessary tools to manage stress, build healthy coping mechanisms, and develop a positive self-image (International Baccalaureate Organisation, 2019).
- **Enhancing Physical Well-being:** We recognise the importance of physical well-being in supporting students' overall health and academic success. School promotes regular physical activity and healthy lifestyles through physical education programs, sports activities, and access to recreational facilities. We provide opportunities for students to engage in physical exercise, develop motor skills, and maintain a healthy lifestyle. At VKE, we also incorporate wellness education to promote healthy habits, nutrition awareness, and stress reduction techniques through various awareness camps, talks and medical check-ups. By prioritising physical well-being, schools contribute to students' overall health, energy levels, and cognitive functioning (International Baccalaureate Organisation, 2019).
- **Teacher Well-being:** VKE acknowledges that teacher well-being is essential for maintaining a positive and effective learning environment. Schools provide support and resources to address the well-being of their teachers. This may include professional development opportunities focused on self-care, stress management, and work-life balance. VKE has a culture of collaboration, professional development workshops, and regular opportunities for teachers to engage in reflection and self-care practices through Wellness days. The school also promotes an open-door policy for teachers to help them discuss their concerns with the programme leadership and come up with positive resolutions for their concerns. By fostering teacher well-being, schools ensure that educators are equipped with the necessary support to provide the best learning experiences for students (International Baccalaureate Organisation, 2019).

12.9 The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03- 0100)

In VKE, the identification and allocation of spaces and resources to support the social, emotional, and physical well-being of students and teachers is fundamental to

creating an inclusive educational environment. By providing dedicated spaces and appropriate resources, schools nurture the holistic well-being of their school community, fostering positive social interactions, emotional support, and physical health.

- **Social Well-being:** At VKE, we recognise the importance of creating spaces and allocating resources to promote social well-being. The school provides designated areas, such as communal spaces, common rooms, or outdoor gathering spaces, that encourage positive interactions, collaboration, and the development of meaningful relationships. These spaces offer opportunities for students to connect, share ideas, and build a sense of belonging. Schools may also allocate resources for extracurricular activities, clubs, and community service initiatives that foster social connections and promote a sense of community (International Baccalaureate Organisation, 2019).
- **Emotional Well-being:** At VKE, we prioritise the allocation of spaces and resources to support the emotional well-being of students and teachers. The school has established designated areas, such as counselling rooms or quiet corners, where individuals can seek emotional support, engage in reflection, or practice mindfulness. These spaces are equipped with appropriate resources, such as calming materials or self-care tools, to facilitate emotional regulation and stress reduction. Schools also provide access to counselling services, mental health resources, and well-being programs to address the emotional needs of the school community. By allocating spaces and resources for emotional well-being, schools create a supportive environment that nurtures the mental health and emotional resilience of students and teachers (International Baccalaureate Organisation, 2019).
- **Physical Well-being:** VKE emphasises the allocation of spaces and resources to promote physical well-being. The school provide well-equipped sports facilities, gymnasiums, and outdoor areas that encourage physical activity and healthy lifestyles. These spaces offer opportunities for students to engage in organised sports, recreational activities, or physical fitness programs. Schools also allocate resources for health education, nutrition initiatives, and wellness programs to promote physical well-being and educate students about healthy habits. By providing spaces and resources for physical well-being, schools contribute to the overall health, fitness, and vitality of the school community (International Baccalaureate Organisation, 2019).

12.10 The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202- 03-0200)

At VKE, attention to the social, emotional, and physical well-being of students and teachers is crucial for creating an inclusive educational environment. By embedding a focus on well-being within their systems, processes, and policies, schools demonstrate a commitment to nurturing the holistic development of individuals.

- **Social Well-being:** We prioritise social well-being by developing systems, processes, and policies that foster positive social interactions and a sense of belonging. We promote inclusive practices that celebrate diversity, encourage respect, and cultivate a supportive and inclusive community. The school implements anti-bullying measures, provides conflict resolution strategies, and offers peer support programs to enhance social well-being. By incorporating social well-being into their systems, processes, and policies, schools create an environment where all students and teachers feel valued, accepted, and included (International Baccalaureate Organisation, 2019).
- **Emotional Well-being:** At VKE, we recognise the importance of addressing emotional well-being in our systems, processes, and policies. We prioritise the development of a supportive and nurturing environment that acknowledges and addresses the emotional needs of students and teachers. The school implements policies and practices that promote emotional well-being, such as providing access to counselling services, creating spaces for emotional support, and offering social-emotional learning programs. By attending to emotional well-being in their systems, processes, and policies, the school creates a foundation that supports the mental health and overall emotional resilience of individuals within the school community (International Baccalaureate Organisation, 2019).
- **Physical Well-being:** VKE demonstrates a commitment to physical well-being by integrating it into our academic systems, processes, and school policies. We recognise the importance of promoting healthy lifestyles, physical activity, and well-being practices. Schools establish policies that encourage regular physical activity, provide access to sports facilities, and offer health education programs. Additionally, they allocate resources for nutritious meals and promote a safe and hygienic learning environment. By addressing physical well-being in our systems, processes, and policies, the school contributes to the overall health, fitness, and well-being of students and teachers (International Baccalaureate Organisation, 2019).

Well-being Dimension	Approach at VKE
Social Well-being	<ul style="list-style-type: none"> ❖ Designated communal spaces to encourage positive interactions and collaboration. ❖ Allocation of resources for extracurricular activities and community service initiatives. ❖ Emphasis on fostering social connections and a sense of belonging.
Emotional Well-being	<ul style="list-style-type: none"> ❖ Establishment of designated emotional support areas and counselling rooms. ❖ Provision of appropriate resources for emotional regulation and stress reduction.

	<ul style="list-style-type: none"> ❖ Access to counselling services and mental health resources. ❖ Implementation of well-being programs for students and teachers.
Physical Well-being	<ul style="list-style-type: none"> ❖ Well-equipped sports facilities and outdoor areas to promote physical activity. ❖ Allocation of resources for organised sports, recreational activities, and physical fitness programs. ❖ Health education and wellness initiatives to promote healthy habits.

IB Standard	Approach at VKE
Social Well-being	<ul style="list-style-type: none"> ❖ Promotion of inclusive practices and respect for diversity. ❖ Implementation of anti-bullying measures and conflict resolution strategies. ❖ Offering peer support programs to enhance social well-being.
Emotional Well-being	<ul style="list-style-type: none"> ❖ Prioritising a supportive and nurturing environment. ❖ Providing access to counselling services and spaces for emotional support. ❖ Offering social-emotional learning programs.
Physical Well-being	<ul style="list-style-type: none"> ❖ Integration of physical well-being into academic systems and policies. ❖ Encouragement of regular physical activity and access to sports facilities. ❖ Implementation of health education programs and provision of nutritious meals.

12.11 The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

At VKE, the pedagogical leadership team and teachers play a vital role in supporting the social, emotional, and physical well-being of students within the framework of inclusive education. By embracing their roles as facilitators and mentors, they create a nurturing environment that promotes holistic development and fosters the well-being of all students.

- **Establishing a Supportive Classroom Environment:** Pedagogical leaders and teachers at VKE cultivate a supportive classroom environment that values inclusivity, respect, and empathy. They create a sense of belonging by fostering positive relationships, promoting active listening, and encouraging open communication. By establishing a safe and inclusive space, they empower students to express themselves, share their experiences, and seek support when needed. This supportive environment plays a crucial role in nurturing students' social,

emotional, and physical well-being (International Baccalaureate Organisation, 2019).

- **Implementing Inclusive Pedagogical Practices:** Pedagogical leaders and teachers at VKE adopt inclusive pedagogical practices that address the diverse needs of students. They differentiate instruction, provide varied learning opportunities, and integrate social-emotional learning into the curriculum. By embracing inclusive teaching strategies, such as cooperative learning, collaborative projects, and reflection activities, they promote positive social interactions, emotional awareness, and physical well-being among students. Inclusive pedagogical practices ensure that every student feels valued, engaged, and supported in their learning journey (International Baccalaureate Organisation, 2019).
- **Building Relationships and Providing Guidance:** At VKE, Pedagogical leaders and teachers build strong relationships with students and act as mentors, guiding them in their social, emotional, and physical well-being. They actively listen, offer support, and provide guidance to students, fostering their overall development. Through one-on-one conversations, group discussions, and mentoring programs, they create opportunities for students to explore their strengths, overcome challenges, and develop essential life skills. These relationships and guidance contribute to students' social integration, emotional resilience, and physical health (International Baccalaureate Organisation, 2019).
- **Collaboration and Professional Development:** Pedagogical leaders and teachers at VKE engage in collaboration and professional development to enhance their ability to support students' well-being. They actively participate in professional learning communities, attend workshops, and engage in ongoing training related to inclusive education and well-being. By staying informed about best practices and research, they continuously improve their knowledge and skills, enabling them to effectively address the social, emotional, and physical well-being of students. Collaboration and professional development foster a culture of continuous improvement and ensure that pedagogical leaders and teachers are equipped to meet the diverse needs of their students (International Baccalaureate Organisation, 2019).

12.12 The school promotes open communication based on understanding and respect. (0202-03-0400)

At VKE, we are committed to promoting open communication based on understanding and respect is essential for creating an inclusive educational environment. By encouraging dialogue, active listening, and empathy, schools cultivate an atmosphere of mutual understanding and respect among students, teachers, and the wider school community.

- **Cultivating a Safe and Supportive Environment:** Promoting open communication based on understanding and respect creates a safe and supportive environment. The school emphasises the importance of creating a non-judgmental space where students feel comfortable expressing their thoughts, opinions, and concerns. By fostering an atmosphere of trust and acceptance, schools encourage students to freely communicate their experiences, needs, and aspirations. This inclusive communication environment promotes the well-being and social integration of all students (International Baccalaureate Organisation, 2019).
- **Active Listening and Empathy:** Open communication at VKE involves active listening and empathy. Teachers and school staff actively listen to students' perspectives, acknowledging and valuing their unique voices. We encourage interactions with representatives of the Student Council and the Student Welfare Association, who are the voices of our students. They demonstrate empathy by seeking to understand students' experiences and showing compassion for their individual circumstances. Through active listening and empathy, schools foster a sense of belonging, validate students' feelings and promote a culture of inclusivity and understanding (International Baccalaureate Organisation, 2019).
- **Encouraging Dialogue and Collaboration:** Promoting open communication involves encouraging dialogue and collaboration among students, teachers, and the wider school community. Schools provide opportunities for meaningful discussions, debates, and collaborative projects that foster understanding and respect. They facilitate platforms for diverse voices to be heard, promoting cross-cultural exchange and nurturing a sense of global citizenship. By encouraging dialogue and collaboration, schools foster an inclusive educational environment that values diverse perspectives and promotes a sense of community (International Baccalaureate Organisation, 2019).
- **Resolving Conflicts and Addressing Concerns:** Open communication plays a vital role in conflict resolution and addressing concerns at VKE. The school encourage students to express their grievances or conflicts through appropriate channels, such as mediation, peer support, or dialogue with teachers and administrators. By providing avenues for open communication, schools empower students to resolve conflicts respectfully and constructively. School has also implemented a grievance policy to safeguard the students' rights and concerns, which is directly managed by the team of school counsellors under the guidance of the Student Welfare Officer and programme coordinator. This approach fosters a positive school climate, enhances relationships, and ensures that all students feel heard and supported (International Baccalaureate Organisation, 2019).

12.13 The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

At VKE, we provide guidance and support that helps students succeed in their academic journeys and assist them in planning for their future educational and career-related experiences. By offering comprehensive guidance and support services, schools empower students to navigate their academic journey, develop their unique strengths, and make informed decisions about their future.

- **Academic Guidance:** We prioritise academic guidance to help students succeed in their IB programme(s). Dedicated teachers, counsellors, and academic advisors provide support in course selection, study skills development, and academic goal setting. They offer personalised guidance to meet the diverse learning needs of students, providing extra support and accommodation as necessary. By tailoring guidance to individual students, schools ensure that all learners have equal opportunities to excel academically and thrive in the IB programme(s) (International Baccalaureate Organisation, 2019).
- **Career and College Counselling:** Inclusive education at VKE incorporates comprehensive career and college counselling to assist students in planning for their future educational and career-related experiences. Trained counsellors offer guidance in exploring career pathways, understanding university admission processes, and preparing for standardised tests. They help students identify their strengths, interests, and goals, and provide resources to navigate the transition from school to higher education or the workforce. Through individualised counselling and workshops, schools support students in making informed decisions about their future endeavours (International Baccalaureate Organisation, 2019).
- **Personal and Social Support:** We at VKE recognise the importance of providing personal and social support to students. This includes fostering positive mental health, social-emotional well-being, and personal development. Schools offer counselling services, peer support programs, and initiatives that promote well-being, resilience, and self-awareness. Through workshops and activities, students are equipped with essential life skills, such as stress management, conflict resolution, and interpersonal communication. By providing personal and social support, schools create an inclusive environment that addresses the holistic needs of students (International Baccalaureate Organisation, 2019).
- **Transition Support:** Inclusive education at VKE encompasses transition support to ensure smooth transitions between educational stages. Schools facilitate the transition from PYP-MYP and MYP-DP and DP to onward education. We provide orientation programs, workshops on time management and study skills, and opportunities for mentorship or internships. By offering transition support, schools help students navigate changes, build resilience, and prepare for the next stage of their educational and career-related experiences (International Baccalaureate Organisation, 2019).

12.14 The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

At VKE, the implementation and review of systems and processes that provide advice and guidance to students on programme choices, careers, and additional education opportunities are crucial for fostering inclusive education. By equipping students with the necessary knowledge, resources, and support, schools empower them to make informed decisions about their educational and career paths.

- **Personalised Program Choice Guidance:** We at VKE prioritise personalised guidance to help students make informed choices regarding their academic pathways. Schools provide access to a range of subject options, ensuring that students have the opportunity to explore their interests, talents, and aspirations. Through individualised discussions, mentorship programs, and access to resources, schools assist students in identifying suitable programme choices that align with their academic goals, strengths, and future aspirations. This personalised guidance ensures that all students have equitable opportunities to pursue their desired academic pathways (International Baccalaureate Organisation, 2019).
- **Career Exploration and Guidance:** Inclusive education at VKE incorporates comprehensive career exploration and guidance to help students make informed decisions about their future careers. Schools provide access to career counselling services, career fairs, and information about various professions and industries. They facilitate workshops and opportunities for students to gain exposure to different career paths through internships, job shadowing, or networking events. By offering career exploration and guidance, schools support students in understanding their interests, skills, and potential career pathways, ensuring that they are well-prepared for their future endeavours (International Baccalaureate Organisation, 2019).
- **Additional Education Opportunities:** VKE is committed to guiding additional education opportunities beyond the school setting. This includes information on scholarships, college/university admissions processes, and alternative educational pathways. The school collaborates with students, parents, and relevant stakeholders to navigate the complexities of higher education and alternative learning options. We offer workshops, informational sessions, and resources to help students explore and access these opportunities. By guiding additional education opportunities, schools promote inclusivity and support students in pursuing their educational goals beyond the IB programme (International Baccalaureate Organisation, 2019).
- **Ongoing Review and Evaluation:** Inclusive education at VKE involves the ongoing review and evaluation of systems and processes related to advice and

guidance. The school regularly assess the effectiveness of their guidance programs, seeking feedback from students, parents, and staff. We use this feedback to make necessary improvements and ensure that their advice and guidance services remain responsive to the evolving needs of students. Through continuous review and evaluation, schools enhance their ability to provide effective guidance and support to all students (International Baccalaureate Organisation, 2019).

12.15 The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

At VKE, building relationships with the wider community is essential for fostering inclusive education and enhancing the implementation of IB programmes. By collaborating with external stakeholders, schools tap into a wealth of wisdom, expertise, and resources that enrich the educational experience and support the holistic development of students.

- **Engaging Community Experts:** VKE actively seeks partnerships with community experts, such as professionals, practitioners, and specialists, to enhance the implementation of IB programmes. Schools invite guest speakers, conduct workshops, or arrange field trips to provide students with real-world perspectives and hands-on experiences. Community experts contribute their expertise and share their insights, fostering authentic learning opportunities and bringing relevance to classroom teachings. By engaging community experts, schools enrich the educational journey of students and promote a sense of inclusivity by connecting classroom learning with the wider world (International Baccalaureate Organization, 2019).
- **Collaborating with Local Organisations:** Inclusive education at VKE involves collaboration with local organisations to create meaningful learning experiences for students. Schools establish partnerships with community-based organisations, cultural institutions, and non-profit groups. Through these collaborations, students gain exposure to diverse cultural perspectives, participate in community service initiatives, and engage in collaborative projects. By working with local organisations, schools nurture a sense of global citizenship, develop students' empathy, and instil a commitment to making positive contributions to the community (International Baccalaureate Organization, 2019).
- **Parent and Family Engagement:** Building relationships with the wider community at VKE includes fostering strong connections with parents and families. Schools recognize that parents and families play a crucial role in supporting student learning and well-being. They provide opportunities for parental involvement through parent- teacher associations, workshops, and information-sharing sessions. By engaging parents and families, schools create a collaborative partnership that strengthens the support network for students and promotes inclusivity within the educational community

(International Baccalaureate Organisation, 2019).

- **Community Service, Service as Action and School-led CAS:** At VKE, we encourage students to actively engage in community service and take meaningful action to address local and global challenges. The school identifies the community needs and facilitates service-learning projects that allow students to apply their knowledge and skills in authentic contexts. By involving students in community service, Service as Action and School-led CAS initiatives, the school fosters empathy, social responsibility, and a sense of agency. This connection with the wider community empowers students to make a positive impact and promotes a culture of inclusivity, compassion, and social justice (International Baccalaureate Organisation, 2019).

12.16 The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202- 05-0100)

At VKE, identifying and utilising a variety of human, virtual, and physical resources in the wider community is crucial for fostering inclusive education and extending student learning. By tapping into these diverse resources, schools provide students with authentic learning experiences, broaden their perspectives, and nurture their intellectual growth.

- **Human Resources:** VKE actively seeks out human resources within the wider community to support student learning. This includes inviting guest speakers, community experts, and professionals from various fields to share their knowledge and experiences with students. These individuals provide valuable insights, expertise, and real-world applications that enhance classroom learning. By connecting students with human resources in the community, schools offer diverse perspectives, inspire curiosity, and foster a deeper understanding of the subject matter (International Baccalaureate Organisation, 2019).
- **Virtual Resources:** Inclusive education at VKE embraces the use of virtual resources from the wider community to extend student learning. The school leverage online platforms, educational websites, and digital tools that provide access to a wealth of information, multimedia content, and interactive learning experiences. Virtual resources offer flexibility, personalised learning opportunities, and the ability to explore global perspectives. By incorporating virtual resources, schools cater to diverse learning styles, bridge geographical barriers, and empower students to become independent and self-directed learners (International Baccalaureate Organisation, 2019).
- **Physical Resources:** VKE recognises the importance of utilising physical resources in the wider community to enrich student learning. This includes engaging with cultural institutions, museums, libraries, and scientific facilities. Schools organise field trips, visits, and hands-on experiences that

allow students to engage directly with their surroundings and interact with physical artefacts and resources. These experiences deepen understanding, foster critical thinking, and promote interdisciplinary connections. By incorporating physical resources, schools create opportunities for students to apply their knowledge in real-world contexts (International Baccalaureate Organisation, 2019).

- **Community Partnerships:** Inclusive education at VKE involves forging partnerships with organisations and businesses in the wider community. Schools collaborate with local businesses, community centres, nonprofit organisations, and universities to provide students with authentic learning opportunities and real-world applications. These partnerships may include mentorship programs, internships, service-learning projects, and collaborative initiatives. By engaging with community partners, the school enable students to gain practical skills, develop a sense of social responsibility, and contribute positively to their community (International Baccalaureate Organisation, 2019).

12.17 The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)

At VKE, providing meaningful opportunities for legal guardians to contribute to the development and support of IB programmes is vital for fostering inclusive education. By actively involving legal guardians in the educational process, schools recognise the importance of their perspectives, experiences, and insights.

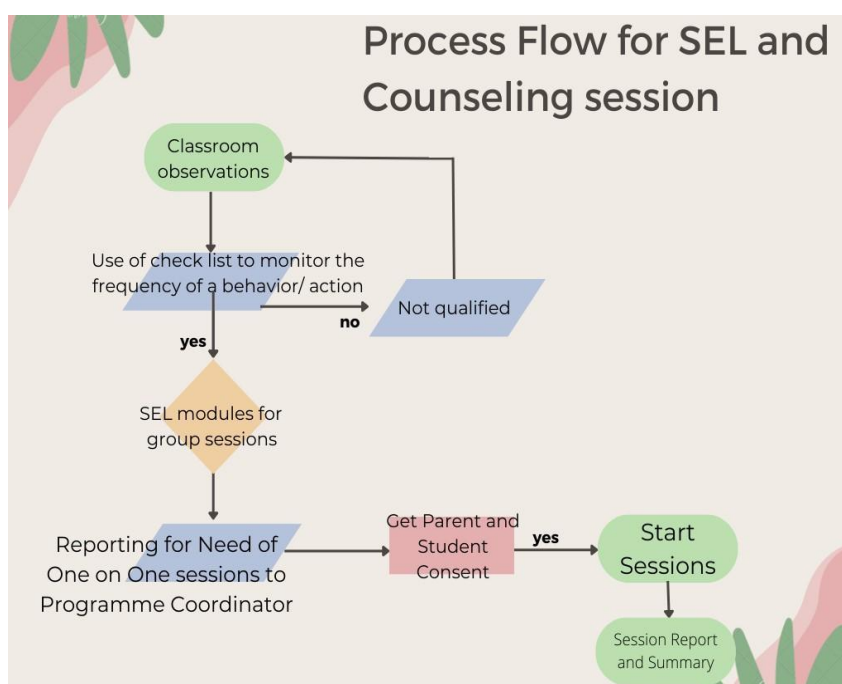
- **Collaboration and Shared Decision-Making:** VKE fosters a collaborative and inclusive approach by engaging legal guardians in decision-making processes related to the development and support of IB programmes. Schools provide platforms such as parent-teacher associations, advisory committees, and workshops where legal guardians can actively contribute their input, suggestions, and feedback. By involving legal guardians in these discussions, schools ensure that the voices of all stakeholders are heard, promoting a sense of ownership and shared responsibility in the educational community (International Baccalaureate Organisation, 2019).
- **Parent Education and Support:** Inclusive education at VKE recognises the need to provide parent education and support opportunities. The school organises parental workshops, information sessions, and parent-focused events that provide parents and legal guardians with insights into the IB programmes, curriculum, and assessment practices. These initiatives equip parents and guardians with the necessary knowledge and understanding to actively engage in their child's education. By offering parent education and support, schools strengthen the partnership between home and school, promoting a collaborative and inclusive learning environment (International Baccalaureate Organisation, 2019).

- **Volunteering and Participation:** At VKE, we encourage parents and legal guardians to actively participate in school activities and events as volunteers. Schools offer a variety of opportunities for parents and legal guardians to contribute their time, skills, and expertise in areas such as classroom assistance, extracurricular activities, and community service projects. Through volunteering, parents and legal guardians become actively involved in their child's learning journey, fostering a sense of connection, pride, and engagement. This active participation enhances the inclusive educational environment and demonstrates the importance of collaboration between home and school (International Baccalaureate Organisation, 2019).
- **Communication and Partnership Building:** At VKE, we prioritise open and regular communication between parents, legal guardians and school staff. Schools maintain effective channels of communication, such as weekly notices, newsletters, parent-teacher conferences, and digital platforms, to ensure a continuous flow of information and updates. Transparent communication builds trust, promotes understanding, and strengthens the partnership between legal guardians and the school community. By fostering strong communication and partnership building, schools create an inclusive educational environment where parents and legal guardians feel valued, informed, and engaged in their child's educational journey (International Baccalaureate Organisation, 2019).

CATERING TO THE DIVERSE SOCIAL, EMOTIONAL, BEHAVIOURAL AND LEARNING NEEDS AT VKE:

- **Individualised Education Plans (IEPs) and Personalised Learning:** VKE prioritises the implementation of individualised education plans to support students with specific needs. Through careful assessment, schools identify students' unique requirements and develop tailored strategies to address them. For example, a student with dyslexia may receive accommodations such as additional time during assessments or access to assistive technology. Personalised learning plans provide a roadmap for educators to cater to individual strengths, learning styles, and pace, ensuring that every student receives the necessary support to achieve academic excellence. (Refer to Appendix VI)
- **Resource Allocation and Collaboration:** Supporting identified needs requires a proactive approach to resource allocation and collaboration among school stakeholders. VKE allocates resources such as qualified personnel, specialised instructional materials, and assistive technologies to cater to diverse needs. For instance, at VKE, we employ learning support specialists, educators and counsellors to work closely with students requiring targeted interventions. Collaboration between teachers, support staff, parents/guardians, and external professionals strengthens the implementation of support strategies, fostering a collective effort towards students' success.

- Inclusive Classroom Practices:** To support the identified needs of students, VKE promotes inclusive classroom practices. Teachers adopt differentiated instruction techniques, employing a variety of teaching methods, materials, and assessments to meet diverse learning needs. For instance, a teacher might use visual aids, manipulatives, or auditory resources to accommodate different learning styles. Inclusive practices also foster peer support and collaboration, where students learn from and support one another, promoting a sense of belonging and shared responsibility for each other's success.
- Social-Emotional Well-being and Mental Health Support:** Supporting students' identified needs encompasses their social-emotional well-being. VKE implements policies and practices to create a nurturing environment that fosters mental health and emotional resilience. Provision of counselling services, peer support programs, mindfulness activities, and positive behaviour support plans is implemented as a part of SEL sessions in the school's academic plan and calendar. Bimonthly well-being workshops, providing students with tools and strategies to manage stress, build resilience, and maintain a healthy work-life balance, are organised by the Team of SEL Counsellors across the programmes. (Refer to Appendix VII, VIII)



- Documentation and Monitoring:** It is imperative at VKE to maintain a record of support for students' identified needs through comprehensive documentation and monitoring. This includes maintaining accurate records of support provided, progress monitoring, and ongoing communication with students, parents/guardians, and relevant stakeholders through trackers, which are maintained by the teachers and regularly monitored by the counsellors. Regular reviews and adjustments ensure that support strategies

remain effective and responsive to evolving needs.

TEACHER SUPPORT

a. The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

At VKE, providing time and resources for teachers to collaborate effectively is essential for fostering inclusive education. By creating a collaborative teaching environment, the school empowers teachers to share their expertise, exchange best practices, and collectively support the implementation of IB programmes.

- **Shared Expertise and Knowledge Exchange:** At VKE, we recognise the value of shared expertise among teachers. By providing dedicated time for collaboration, schools facilitate the exchange of ideas, strategies, and resources among teachers. Collaborative platforms, such as team meetings, professional learning communities, and interdisciplinary projects, enable teachers to share their experiences, insights, and innovative teaching approaches. This collective sharing of expertise enhances instructional practices, promotes professional growth, and ultimately benefits students through high-quality teaching and learning experiences (International Baccalaureate Organisation, 2019).
- **Curriculum Alignment and Coherence:** Inclusive education at VKE relies on the alignment and coherence of the curriculum across grade levels and subject areas. Through collaborative planning and discussions, teachers ensure that the curriculum is cohesive and interconnected. They work together to develop horizontal and vertical alignments, cross-curricular connections, align assessment practices, and address the diverse learning needs of students. Collaborative time allows teachers to jointly analyse student progress, adjust instructional strategies, and develop interventions or accommodations as necessary. This collaborative approach promotes a cohesive educational experience that supports the inclusion and success of all students (International Baccalaureate Organisation, 2019).
- **Professional Growth and Support:** Providing time and resources for teacher collaboration enables professional growth and support at VKE. The school offers professional development opportunities, mentoring programs, and peer observations that facilitate collaborative learning among teachers. Through these initiatives, teachers have the opportunity to reflect on their practice, receive feedback from colleagues and programme leadership, and engage in continuous improvement. Collaborative time allows teachers to collectively address challenges, seek solutions, and learn from each other's experiences. This supportive environment promotes the growth and development of teachers, enhancing their effectiveness in implementing IB programmes and supporting inclusive education (International Baccalaureate Organisation, 2019).

- **Collective Responsibility and Student-Centred Approaches:** Collaborative teaching at VKE fosters a sense of collective responsibility among teachers. By working together, teachers establish a shared vision, goals, and expectations for student success. They collaborate to design and implement student-centred approaches that address individual learning needs, promote differentiated instruction, and foster a culture of inclusivity. Collaborative time allows teachers to jointly analyse student data, develop interventions, and monitor progress to ensure equitable learning opportunities for all students. This collaborative and student-centred approach reflects the commitment of teachers to inclusive education and supports the holistic development of every learner (International Baccalaureate Organisation, 2019).

b. The school allocates dedicated and scheduled, and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)

At VKE, allocating dedicated and scheduled time for teachers' collaborative planning and reflection is essential for fostering inclusive education. By providing structured opportunities for teachers to collaborate, share insights, and reflect on their teaching practices, schools empower educators to enhance instructional strategies, meet the diverse needs of students, and create inclusive learning environments.

- **Collaborative Planning for Differentiated Instruction:** Allocating dedicated time for collaborative planning enables teachers to design and implement differentiated instruction strategies. By collaboratively analysing student data, sharing best practices, and brainstorming instructional approaches, teachers can tailor their lessons to meet the individual needs of diverse learners. Through collaborative planning, teachers develop strategies to provide appropriate accommodations, modifications, and interventions, fostering an inclusive classroom environment where all students can actively participate and succeed (International Baccalaureate Organisation, 2019).
- **Interdisciplinary and Core Collaboration:** Inclusive education at VKE promotes interdisciplinary collaboration among teachers. Allocating dedicated time for collaborative planning facilitates meaningful collaboration between subject area teachers, allowing them to integrate their curricula, align assessment practices, and create cross-disciplinary connections. By collaborating across disciplines, teachers provide students with holistic learning experiences that encourage critical thinking, problem-solving, and the application of knowledge in real-world contexts. This interdisciplinary collaboration and collaboration for Core fosters an inclusive educational environment where students can make connections and develop a well-rounded understanding of various subjects (International Baccalaureate Organisation, 2019).
- **Reflective Practice for Continuous Improvement:** Allocating scheduled time for teachers' reflective practice supports their professional growth and the improvement of instructional strategies. During dedicated reflection

periods, teachers have the opportunity to analyse the effectiveness of their teaching methods, reflect on student outcomes, and identify areas for improvement. Through self-reflection and collaborative discussions with colleagues, teachers can share insights, seek feedback, and refine their instructional practices. This reflective practice enhances their ability to address the diverse learning needs of students and fosters continuous improvement in their teaching approaches (International Baccalaureate Organisation, 2019).

- **Building a Professional Learning Community:** By allocating dedicated time for collaborative planning and reflection, the school fosters a strong professional learning community. Teachers have the opportunity to exchange ideas, share successes, and seek support from their colleagues. Collaborative planning and reflection time create a supportive environment where teachers can discuss challenges, brainstorm solutions, and benefit from the collective expertise of their peers. This collaborative and supportive community enhances teachers' sense of belonging, engagement, and professional satisfaction, positively impacting their ability to create inclusive and effective learning experiences for students (International Baccalaureate Organisation, 2019).

CULTURE

15.1 The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

At VKE, implementing, communicating, and regularly reviewing an inclusion policy are essential for creating a culture that supports all students in reaching their full potential. By cultivating inclusive cultures, the school ensures that every student feels valued, respected, and empowered to thrive academically, socially, and emotionally.

15.2 The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

The school demonstrates its commitment to inclusive education by implementing and regularly reviewing an inclusion policy that aligns with IB guidelines. This policy serves as a guiding document that outlines the school's strategies, practices, and initiatives aimed at fostering an inclusive learning environment. Through regular review, the policy can be updated to reflect emerging best practices, evolving needs of students, and changes in educational policies and legislation. Implementation and review ensure that the school remains responsive to the diverse needs of its student population (International Baccalaureate Organisation, 2019).

15.3 The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

The inclusion policy identifies all legal requirements and outlines the school's structures and processes for compliance. By detailing the legal obligations related to inclusive education, the policy ensures that the school community understands and

adheres to relevant legislation and regulations. It provides guidance on the rights and entitlements of students, the responsibilities of staff, and the procedures for addressing any potential issues. By addressing legal requirements, the policy promotes transparency, accountability, and a culture of compliance within the school community (International Baccalaureate Organisation, 2019).

15.4 The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

The inclusion policy describes the rights and responsibilities of all members of the school community and clearly articulates the school's vision for implementing inclusive programs. It outlines the expectations for students, staff, parents, and other stakeholders in fostering an inclusive learning environment. By clearly stating the vision for inclusive programs, the policy sets a shared understanding of the school's aspirations and goals. It emphasises the importance of collaboration, respect, and the active participation of all community members in creating a culture of inclusivity (International Baccalaureate Organisation, 2019).

15.5 The school implements, communicates, and regularly reviews its IB- IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301- 06)

At VKE, the implementation, communication, and regular review of IB-mandated policies are crucial for fostering inclusive education. These policies provide a framework that aligns with the IB philosophy and ensures a cohesive approach to creating inclusive learning environments.

15.6 The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

The implementation of processes that consider the relationship between IB-mandated policies fosters a cohesive culture. By recognising the interconnectedness of policies, schools ensure consistency, coherence, and alignment. Considering the relationship between policies allows for a holistic approach to decision-making and implementation, ensuring that the school community works in synergy towards a common goal of inclusive and quality education (International Baccalaureate Organisation, 2019).

At VKE, the implementation of IB-mandated policies with consideration of their relationship is crucial for fostering inclusive education. These policies collectively form a framework that guides the school community in creating inclusive learning environments.

15.7 (A)

Following is the link between the Inclusion Policy and Other IB- IB-Mandated Policies:

- **With Academic Honesty Policy:** Students will adhere to all requirements of

the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, written or on-screen examinations and all IB MYP and DP requirements, including Community Project, Personal Project, EE, TOK and IAs. The Academic Honesty Team conducts sessions in class using Differential Teaching Strategies to explain plagiarism, identifying appropriate resources and citation.

- **With Language Policy:** VKE is a community where students from different backgrounds, cultures, and ethnicities learn and grow together. Bilingual medium of instruction also facilitates an opportunity for a deeper understanding, especially for the students who require extra learning support. We offer Hindi, French, Spanish and English under Language Acquisition. Students are differentiated in relevant phases depending on their intermediate, moderate or advanced use of language.
- **With Admission Policy:** Parents are responsible for providing the school with required medical, psychological documents at the time of admission. Only after a collaborative meeting with all parties can it be decided whether the school can cater to the needs of the student. If it is observed that the school cannot cater to the student's needs, then he/she is referred to another institute or a special school where his/her needs will be catered to well.
- **With Assessment Policy:** Access to inclusive arrangements is provided depending on the student's need and requirement as per IB regulations. The Programme Coordinator requests the IBO for approval of the necessary requirements by uploading the relevant medical and psychological documents.

* These are to be read in conjunction with the respective VKE Policies. *At VKE, the written curriculum is planned and developed in collaboration to integrate all the school policies and IB philosophy.

15.8 (B)

Policy Review Cycle at Victorious Kidss Educares: Review and monitoring of inclusion policy: Inclusion Policy as a Working Document

- All policies at Victorious Kidss Educares undergo an annual review. The Steering Committee, which includes the Principal, Programme Coordinators, Heads of Departments, Parent Representatives, Student Representatives, and Administrators, collaborates to share and assess the progress of policy implementation.
- Regular evaluations will be conducted to ensure the policy's effectiveness in fostering inclusion and addressing the changing needs of students.
- The school's evolving needs and past experiences are analysed in detail during this process.
- Relevant updates from IB publications and developments are thoroughly reviewed. Proposed changes or modifications to policies are discussed with teachers, staff, and, where applicable, parents. Their feedback is incorporated into the decision-making process.
- Finalised policy updates are submitted to the President for approval. Upon receiving approval, the revised policy is implemented across the school.

15.9 The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Effective documentation and communication of IB-mandated policies are essential for establishing a shared understanding within the school community. By clearly articulating the policies and disseminating them to stakeholders, schools promote transparency, collaboration, and accountability. Open communication channels ensure that students, parents, teachers, and staff are aware of the policies and their role in promoting the IB philosophy and creating inclusive learning environments (International Baccalaureate Organisation, 2019).

- **Communication of Inclusion Policy:** The Inclusion policy is communicated to the VKE community through multiple pathways, including Parent orientation, staff meetings, PTA meetings, grade level meetings, and LMS. New staff are familiarised with the document during induction. A copy of the Assessment policy is available on the school server. Students and staff are made aware of the policy by the leadership team. By implementing this inclusive policy, our school aims to provide an enriching educational experience where every student feels valued, supported, and empowered to thrive academically, socially, and emotionally within our IB programme(s).

15.10 The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

IB-mandated policies consider both physical and virtual spaces, recognising the impact of the learning environment on student experiences. Schools ensure that their policies address the design, utilisation, and integration of physical and virtual spaces to optimise learning opportunities. This consideration supports the creation of inclusive and engaging learning environments that cater to diverse learning needs and promote student well-being (International Baccalaureate Organisation, 2019).

15.11 The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

The planned integration of human, natural, built, or virtual resources in IB-mandated policies enables schools to optimise their use and support student success. By incorporating resources strategically, VKE ensures that they align with the instructional needs, curricular objectives, and individual student requirements. The integration of resources enhances the delivery of the IB programme, fosters innovation, and supports the diverse learning needs of students (International Baccalaureate Organisation, 2019).

15.12 The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

IB-mandated policies consider the Learner Profile, a set of attributes that promote the holistic development of students. The policies align with the Learner Profile by integrating its attributes, such as being open-minded, reflective, and principled, into the teaching and learning processes. By considering the Learner Profile, schools emphasise the development of students' attitudes, skills, and dispositions, fostering a

culture that nurtures lifelong learners and responsible global citizens (International Baccalaureate Organisation, 2019).

15.13 The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

IB-mandated policies promote international-mindedness, which is integral to the IB philosophy. Schools incorporate this value in their policies by emphasising intercultural understanding, global perspectives, and respect for diversity. The promotion of international mindedness fosters inclusive and culturally responsive learning environments, where students develop a sense of global citizenship, appreciate different cultures, and become agents of positive change in their communities (International Baccalaureate Organisation, 2019).

15.14 The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

The pedagogical leadership team utilises IB-mandated policies in decision-making and curriculum development. These policies provide a framework for guiding pedagogical practices, curriculum design, and assessment strategies. By using the policies as a foundation, the leadership team ensures alignment with the IB philosophy, promotes quality education, and supports teachers in delivering inclusive and engaging learning experiences for students (International Baccalaureate Organisation, 2019).

LIFELONG LEARNERS

16.1 Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

At VKE, the implementation, communication, and regular review of an inclusion policy are crucial for creating cultures that support all students in reaching their full potential. An effective inclusion policy ensures that every student, regardless of their diverse needs and backgrounds, receives equitable access to quality education.

16.2 Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)

The school demonstrates its commitment to inclusive education by implementing and regularly reviewing an inclusion policy that aligns with IB guidelines. This policy serves as a guiding document that outlines the school's strategies, practices, and initiatives aimed at fostering an inclusive learning environment. Through regular review, the policy can be updated to reflect emerging best practices, evolving needs of students, and changes in educational policies and legislation. Implementation and review ensure that the school remains responsive to the diverse needs of its student population (International Baccalaureate Organisation, 2019).

16.3 The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)

The inclusion policy identifies all legal requirements and outlines the school's structures and processes for compliance. By detailing the legal obligations related to inclusive education, the policy ensures that the school community understands and adheres to relevant legislation and regulations. It provides guidance on the rights and

entitlements of students, the responsibilities of staff, and the procedures for addressing any potential issues. By addressing legal requirements, the policy promotes transparency, accountability, and a culture of compliance within the school community (International Baccalaureate Organisation, 2019).

16.4 Pedagogical leaders provide opportunities for student voices to be represented in the school. (0402-03-0300)

The inclusion policy describes the rights and responsibilities of all members of the school community and clearly articulates the school's vision for implementing inclusive programs. It outlines the expectations for students, staff, parents, and other stakeholders in fostering an inclusive learning environment. By clearly stating the vision for inclusive programs, the policy sets a shared understanding of the school's aspirations and goals. It emphasises the importance of collaboration, respect, and the active participation of all community members in creating a culture of inclusivity (International Baccalaureate Organisation, 2019).

16.5 Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Inclusive education is a philosophy that all students, regardless of their background or abilities, should have the opportunity to learn and succeed in school. This includes providing opportunities for students to explore and develop their personal and cultural identities.

16.6 The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

There are a number of ways that VKE promotes the development of personal and cultural identity in an inclusive setting. It provides a curriculum that reflects the diversity of the student body. Teaching about different cultures, religions, and languages. Students are provided with opportunities to share their own cultures and experiences with their classmates by celebrating international days, Mother Tongue clubs and other cultural days.

16.7 The school community affirms individual student identity through learning and teaching. (0402-07-0200)

VKE creates a safe and welcoming environment where students feel comfortable being themselves. It also means providing opportunities for students to participate in activities that are relevant to their interests and cultures.

16.8 Students take opportunities to develop their language profiles. (0402-07-0300)

VKE promotes the development of personal and cultural identity by providing opportunities for students to develop their language profiles. This means providing instruction in a variety of languages, as well as opportunities for students to use their languages in meaningful ways.

APPROACHES TO TEACHING

17.1 Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

At VKE, promoting effective relationships and purposeful collaboration is fundamental for creating a positive and dynamic learning community. By fostering relationships between teachers, students, and peers, schools establish an environment that encourages active engagement, meaningful learning, and holistic development.

17.2 Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)

Teachers collaborate to ensure a holistic and coherent learning experience for students, aligning their practices with the programme documentation. Through collaborative planning, discussions, and sharing of best practices, teachers create a cohesive and comprehensive learning environment. Collaborative teacher practices allow for a seamless integration of curriculum, assessment, and instructional strategies, providing students with a unified and meaningful educational journey (International Baccalaureate Organisation, 2014).

17.3 Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)

Students actively participate in collaboration with teachers and peers to plan, demonstrate, and assess their own learning. Through collaborative inquiry projects, group discussions, and peer feedback, students engage in shared decision-making and take ownership of their learning process. Student-led collaboration empowers students to explore their interests, develop critical thinking skills, and cultivate a sense of responsibility for their own academic growth (International Baccalaureate Organisation, 2014).

17.4 The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

VKE provides opportunities for students to collaborate based on their strengths and abilities. By recognising and valuing the unique talents and perspectives of each student, schools create inclusive learning environments where collaboration is tailored to individual strengths. Through collaborative tasks, projects, and extracurricular activities, students engage in cooperative learning experiences that leverage their abilities, promote mutual support, and foster a sense of belonging within the learning community (International Baccalaureate Organisation, 2014).

17.5 Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Inclusive education is a philosophy that all students, regardless of their background or abilities, should have the opportunity to learn and succeed in school. This includes removing barriers to learning that may prevent students from achieving their full potential.

17.6 Teachers consider learner variability when planning students' personal

learning goals. (0403-05-0100)

There are a number of ways that teachers can remove barriers to learning in an inclusive setting. One way is to consider learner variability when planning students' personal learning goals. This means taking into account the different learning styles, interests, and abilities of each student. By doing this, teachers can create learning experiences that are more likely to be successful for all students.

17.7 Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Another way to remove barriers to learning is to integrate prior knowledge into the curriculum. This means starting from where students are and building on their existing knowledge. By doing this, teachers can help students to make connections between new and old information. This can make learning more meaningful and easier for students to understand.

17.8 Teachers use IB-mandated policies to support students. (0403-05-0300)

Teachers can also use IB-mandated policies to support students. For example, the IB Learner Profile emphasises the importance of being open-minded, reflective, and inquirers. By incorporating these qualities into their teaching, teachers can help students to develop the skills they need to overcome barriers to learning.

17.9 Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

In addition, teachers can support language development with consideration for the language profiles of students. This means providing instruction in a variety of languages, as well as opportunities for students to use their languages in meaningful ways. By doing this, teachers can help students develop the language skills they need to succeed in school and beyond.

17.10 Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Finally, teachers can use multiple technologies to aid and extend learning and teaching. This can include using computers, tablets, and other devices to provide students with access to information and resources. By using technology, teachers can create more engaging and interactive learning experiences for all students. By taking these steps, teachers can help to remove barriers to learning and create a more inclusive learning environment for all students.

17.11 The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Inclusive assessment is the process of gathering information about student learning in a way that is fair, equitable, and accessible to all students. This means that assessment methods and procedures should be designed to accommodate the needs of all students, regardless of their background or abilities.

17.12 The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

- **Alignment with curriculum:** Assessment should be aligned with the curriculum that all students are expected to learn. This means that the assessment methods and procedures should be designed to measure the same knowledge, skills, and understandings that are taught in the classroom.
- **Fairness:** Assessment should be fair to all students, regardless of their background or abilities. This means that the assessment methods and procedures should be free from bias and should not disadvantage any particular group of students.
- **Equity:** Assessment should be equitable, which means that all students have the opportunity to demonstrate their learning, regardless of their background or abilities. This may require providing accommodation or modifications to the assessment methods and procedures for some students.
- **Accuracy:** Assessment should be accurate, which means that it should provide a reliable and valid measure of student learning. This means that the assessment methods and procedures should be carefully designed and implemented.
- **Transparency:** Assessment should be transparent, which means that students and parents should understand how the assessment is conducted and how the results are used. This means that clear and concise information about the assessment methods and procedures should be provided to all stakeholders.

APPROACHES TO ASSESSMENT

18.1 The school regularly reviews and ensures compliance with all access arrangements. (0404-02-0300)

- At VKE, one confirms the academic requirement of the student, with detailed medical documentation, counsellor's report and observations, feedback from teachers and a thorough evaluation of the learning needs, a detailed case report is prepared along with the "Individual Educational Plan." The student is provided support as per his/ her needs and requirements.
- The student and parent are made aware of the documentation process for seeking the required access arrangement from IB.
- The student and parent provide the school with informed consent for disclosing their needs and request for the access arrangement. (Refer to Appendix I and II)
- For the role of a reader and/ or scribe, the school provides training to the team of counsellors and other support teachers who are not grade-level subject teachers for the student, in case of need for human assistance is observed and recommended for the student. (Refer to Appendix III and IV)
- The invigilators are provided with detailed training in case the need for a prompter is observed for the student.
- Access to Arrangements documentation accompanying this request must contain documents like- Medical Report, Psychological report, Academic report not older than 3 years to justify the arrangement, and detailed plans of the suggested access arrangements. The request will be evaluated by the IB Assessment Centre and discussed with the DP Coordinator.

- Any access arrangements deviating from the eligibility criteria shall require consultation with the IB, even if requested by parents/guardians.
- The school shall not authorize arrangements that do not meet the eligibility criteria, and it shall not be responsible for any outcomes resulting from non-compliance as stated by IB.
- Inclusive access arrangements may be authorized in exceptional cases, excluding the last six months before exams by IB.
- The purpose of access arrangements is to remove barriers without granting undue advantages.
- Classroom observations differing from eligibility criteria shall be communicated to the IB with educational evidence.
- Standards shall be maintained, and access arrangements shall not give any student an advantage in assessments.
- Access arrangements are for students meeting all assessment requirements, and marks are awarded based on their work and assessment criteria.
- Exemptions shall be granted only when access arrangements and reasonable adjustments are not applicable by IB and are authorized by IB. The IB shall evaluate exemption requests on a case-by-case basis with discretion.
- All students, including those with learning challenges, shall study two languages without exemptions.
- Consistency in access arrangements is sought among students with similar requirements, considering cultural variations.
- Confidentiality of student information shall be ensured, and non-compliance with IB conditions shall result in no grade awarded for the subject.
- Communication with examiners about students' learning support requirements shall be strictly prohibited.
- All requests for any access arrangements will be evaluated by the programme coordinator and shall be shared with IB Assessment centre for further decisions.

18.2 The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0100)

There are a number of factors that schools can consider when ensuring that external reporting and/or predictions are inclusive. These include:

- **The use of a variety of assessment methods:** This allows students to demonstrate their learning in different ways and will help to reduce bias in the assessment process. At VKE, we use a combination of written tests, oral presentations, and performance tasks to assess students' knowledge of a particular topic.
- **The provision of accommodations or modifications:** This is necessary for students with disabilities and learning needs.

- **The involvement of students in the assessment process:** This helps to ensure that students understand the purpose of the assessment and that they are motivated to do their best.
- **The communication of assessment results to students and parents:** This helps to ensure that all stakeholders understand how the results are being used. The school provides students with a detailed explanation of their assessment results during open days and holds parent-teacher conferences to discuss the results.

By following these principles and practices, VKE ensures that external reporting and/or predictions are inclusive and that all students have the opportunity to demonstrate their learning.

18.3 The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

- Use a variety of assessment methods, such as written tests, oral presentations, and performance tasks. This will allow students to demonstrate their learning in different ways and will help to reduce bias in the assessment process.
- Provide accommodations or modifications to the assessment methods and procedures for students with disabilities. This may include providing extended time, using a different format, or providing assistance with reading or writing.
- Involve students in the assessment process. This can be done by giving students a voice in the selection of assessment methods and procedures, or by providing students with feedback on their performance.
- Communicate the assessment results to students and parents in a clear and concise way. This will help to ensure that all stakeholders understand how the results are being used.
- By following these principles and practices, schools can develop inclusive assessment programs that will help all students to succeed.

18.4 The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

In an inclusive education setting, it is important to ensure that systems and processes for reporting student progress and handling appeals or challenges are consistent and fair. This means that all students, regardless of their background or abilities, should have the opportunity to have their learning fairly assessed and to appeal or challenge assessment results that they believe are unfair. There are a number of factors that VKE considers when ensuring that reporting and appeals systems are inclusive. These include:

- **The use of clear and concise communication:** Written and clear guidelines explaining the process and access to Assessment Policy help to ensure that all stakeholders understand the reporting and appeals processes.
- **The provision of opportunities for feedback:** Timely feedback from all the stakeholders ensures that the reporting and appeals processes are responsive to the needs of all students.

- **The involvement of students in the decision-making process:** At VKE, a representative from the student community is part of the steering committee for reviewing and decision-making of all the policies.
- **The use of a variety of assessment methods:** This will allow students to demonstrate their learning in different ways and will help to reduce bias in the assessment process. At VKE, we use a combination of written tests, oral presentations, and performance tasks to assess students' knowledge of a particular topic.

ACCESS ARRANGEMENT AT VKE AS PER IB GUIDELINES

- **Additional Time:**
 - The IB criteria for additional time may differ from the practice followed in the country of the school.
 - In cases of physical, sensory, psychological/medical challenge—where standard scores would not apply—the standard 25% additional time would be applicable for most students. If the severity of challenge is specifically mentioned in the medical documentation, the IB requires educational evidence that clearly demonstrates that 50% additional time was considered only after it was consistently observed that the standard 25% was not sufficient for the student to access classwork, tests and mock examinations.
 - For any request for additional time where the amount of additional time requested does not meet the eligibility criteria stated in this policy, the school must provide:
 - Additional time will not be authorised for a component where the completion of a task within a limited time is specified in an assessment criterion.
 - Additional time will not be authorised for the five minutes of reading time that precedes written/on-screen examinations.
 - Additional time for different challenges or circumstances is never cumulative. It is always only the largest requirement that applies. For example, a student cannot be granted 25% additional time as an additional language learner as well as 25% additional time for their reading challenges, to double the total additional time to 50%.
- **Additional time: Guidance**
 - Additional time of 10% is applicable for all mild challenges.
 - If the standard additional time applicable for all subjects (25%) is requested, a separate request for additional time in mathematics is not necessary.
 - When requesting additional time, it is important to consider that too much time may be tiring for a student and, therefore, counterproductive. Similarly, more time spent on a task does not necessarily improve the quality of the response given by a student.
 - For students with attention challenges, where there are no standard scores on executive functions (such as processing speed and working

memory) in psychological reports and where there is substantial educational evidence to justify the need for the requested arrangement, the standard 25% additional time may be authorised.

- The authorised additional time for oral examinations can be divided between preparation time and oral delivery. The total additional time should not exceed the time that has been authorised by IB.
- The IB strongly recommends the use of a prompter for students who have been authorised additional time for the listening examination, where they require support with time management.
- For additional language learners, the extra time is primarily authorised for the repeated use of a bilingual dictionary during written examinations.

- **Rest breaks: Rules**

- The amount of time permitted for stop-the-clock rest breaks is not counted towards the duration of the student's examination.
- During a rest break, the student is not permitted to read, respond to the examination paper or write notes of any kind. Students may be allowed to leave the room under supervision for all or part of the rest period.
- Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other students.
- The amount of rest time and number of breaks permitted must be predetermined and will depend upon the students' circumstances, although 10 minutes per hour is the general recommendation.
- For a student with diabetes, a rest break can be provided to check blood sugar or to take food or drink.
- * A rest break does not need approval from the IB. However, if during a break, a mobile phone or tablet is needed to measure the student's blood sugar, this must be approved by the IB. At no time during the examination can the phone or tablet be in the possession of the student; it must be placed on the invigilator's desk.

- **Extensions to IB deadlines: Rules**

- A request for an extension to a deadline must be received by the IB before the normal submission deadline. An extension to a deadline will not be authorised retrospectively.
- The IB is responsible for advising an examiner that a student's work will arrive after the normal deadline, not the coordinator.
- If the student's work arrives after the normal deadline, there may be a delay in the issue of results.

Provisions made for Students at VKE requiring support in assessment.

1. Provision of extra time in the assessment	For Specific Learning Difficulty- Reading and Writing (Dyslexia, Slow Learners), For Attention Difficulty- ADHD (ADD Type)
2. Rest Period	For Hyperactivity- ADHD (Hyperactive Type)
3. Reader	For Specific Reading Difficulties
4. Scribe	For Writing Difficulties, in case of a medical reason, if the student cannot write for him/herself
5. Prompter	For Hyperactivity- ADHD (Hyperactive Type), to prompt the attention of the student back at the given assessment
6. Provision of an extra room and an invigilator	For Attention Difficulty- ADHD (ADD Type), to not distract other students during assessment, for students who have scribe/reader support

** This is in conjunction with the VKE Assessment Policy*

ADVERSE CIRCUMSTANCES FOR IB EXAMINATIONS

Adverse circumstances are situations that have their onset or occurrence during the examination(s) or up to three months before the written examinations in May/November, that are beyond the control of a candidate and/or the school, that affect a candidate and have a bearing on their performance in IB assessments. Please note that “during the examination” refers to the 24-hour period before the start of the scheduled written examination and throughout the written examination itself.

After receiving the information about the circumstances, the team of counsellors, along with the DP coordinator, will review the severity of the situation and update the IBDP authority with all the needed relevant documents. Based on IB authorised arrangements, the team will propose and recommend the accommodations which will enable the student to pursue his/her assessment with lowered difficulties.

The school shall be responsible:

- To support candidates through any difficult circumstance—offering flexibility of teaching and learning support, including counselling when required—to mitigate the impact on their education.
- To ensure that school leadership, administration, teachers, parents/legal guardians and candidates understand the principles of the Adverse Circumstances policy and the mitigation measures available under this policy.
- Where the adverse circumstance has occurred more than two weeks but less than three months before the written examination, the school will put in place mitigation measures only after authorisation of the request by the IB.
- Where the adverse circumstance has occurred within the two weeks before the examination or during the examination, and where there is insufficient time to gather the supporting documentation to submit requests to the IB, the school will put in place mitigation measures as per the guidelines stated by IB in the ‘Adverse Circumstances Policy’. Post which all requests with necessary evidence shall be submitted to the IB within 10 days after the candidate’s last written examination.

SCOPE FOR IMPROVEMENT

Some of the future directions for VKE may include the following:

- Having a speech therapist at VKE can help cater to the needs of a student with language and communication difficulties such as stammering and stuttering.
- Provision of an occupational therapist can help cater to the needs of students who may have neurophysiological difficulties.
- Currently, VKE does not cater to the needs of students with vision impairment due to a lack of resources in Braille.

APPENDICES

APPENDIX I



VICTORIOUS KIDSS EDUCARES

The School With A Difference

An IB World School

Academic Year: Candidate Consent Form

Candidate consent for Access Arrangements

For students who have submitted documents for learning needs and requirements for their MYP coursework, the IB requires that students' IB school (via the programme coordinator or any other staff member authorised by the school) obtains consent and/or permission to request access arrangements for their MYP examinations.

Below is a consent that students need to sign to permit the school to request the IBO for the needed access arrangement. The IB relies on legitimate interest when processing such requests.

Candidate Consent Form:

By signing this declaration, you understand and consent to the programme coordinator or another authorised school staff member to request the IBO for requesting the needed access arrangement recommended and sanctioned for your Learning needs and requirements. You also confirm that you are at least 15 years old and that the medical documents you pass to your programme coordinator, or another school staff member is the correct and authentic. Failure to do this will be investigated as a breach of IB regulations.

Signature.....

Print-name

Date.....

Place.....

APPENDIX II



VICTORIOUS KIDSS EDUCARES

The School With A Difference

An IB World School

Academic Year: Parent Consent Form

Parental consent for Access Arrangements

For students who have submitted documents for learning needs and requirements for their MYP coursework, the IB requires that students' IB school (via the programme coordinator or any other staff member authorised by the school) obtains consent and/or permission to request access arrangements for their MYP examinations.

Below is the consent form that the parent of the candidate needs to sign to permit the school to request the IBO for the needed access arrangement. The IB relies on legitimate interest when processing such requests.

Parental Consent Form:

By signing this declaration, you understand and consent to the programme coordinator or another authorised school staff member to request the IBO for requesting the needed access arrangement recommended and sanctioned for your child's learning needs and requirements. You also confirm that your child is at least 15 years old and that the medical documents you pass to the school's programme coordinator, or another school staff member is the correct and authentic. Failure to do this will be investigated as a breach of IB regulations.

Signature.....

Print-name

Date.....

Place.....

APPENDIX III



VICTORIOUS KIDSS EDUCARES

The School With A Difference
An IB World School

Consent Form: For Scribe

I have attended the IBMYP orientation session and understood the guidelines outlined for a **Scribe**.

I agree to have thoroughly understood the following points:

I am fully familiarised with the duties of a Scribe as mentioned in the **“Access Arrangement booklet- updated Feb 2022.”**

- I am aware of how students are supposed to fill in the details on the cover sheets, and I will check them properly while invigilating.
- I have a copy of the school’s IBMYP Examination timetable and know where and when each exam is scheduled.
- I also have access to the following documents and have gone through the same:
 - ❖ Timetable with reporting time,
 - ❖ Conduct of examination booklet 2023,
 - ❖ Conduct of the examinations: Item not permitted,
 - ❖ Conduct of the examinations: Notice to candidates,
 - ❖ Conduct of the examinations: Information for candidates,

I will report to the examination 45 minutes prior to the commencement of the examination.

The main duties of the Scribe are:

- ❖ A scribe is only allowed to handwrite the dictated responses of the student.
- ❖ A scribe must not type the responses using the word processor. For this reason, a candidate may either have access to a scribe or a word processor for an examination, but not both.
- ❖ **The scribe must:**
 - transcribe the candidate’s responses verbatim
 - provide all visual responses exactly according to the instructions of the candidate

- not offer information that may be used to answer questions, including advice on which questions to answer, when to move on to another question or the order in which questions should be answered.
- ❖ **The scribe may:**
 - read back answers at the request of the candidate
 - alter or delete answers at the request of the candidate.
- ❖ The role of a scribe is to transcribe accurately verbatim what a student has said at a reasonable speed. There must be no alteration to the dictated wording. Where there are visual responses (such as graphs, maps, or diagrams), the scribe must produce them exactly according to the instructions of the student.
- ❖ A scribe must not offer information that may be used to answer questions, including advice on which questions to answer, when to move on to another question or the order in which questions should be answered.
- ❖ A scribe may read back and edit answers as requested by the student. Conversation between the student and the scribe must be confined to ensuring that the student's responses are transcribed correctly.
- ❖ There must be no discussion about the examination or the student's responses.
- ❖ A scribe must not act as a prompt unless there has been a prior decision by the school to use a prompter as an access arrangement for the student.
- I will not disclose or discuss the content of any Examination with any person outside my immediate school community within 24 hours of an examination ending.
- I will ensure that the candidate and I leave the question papers in the examination room while leaving.

By signing this form, I give my consent to follow the above guidelines.

Scribe's Name

Scribe's Signature

*** PLEASE RETURN THIS FORM TO THE SCHOOL**

APPENDIX IV



VICTORIOUS KIDSS EDUCARES

The School With A Difference

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Consent Form: For Reader

I have attended the IBMYP orientation session and understood the guidelines outlined for **“Reader”**.

I agree to have thoroughly understood the following points:

I am fully familiarised with the duties of a Reader as mentioned in the **“Access Arrangement booklet- updated Feb 2022.”**

- I have a copy of the school’s IBMYP Examination timetable and know where and when each exam is scheduled.
- I also have access to the following documents and have gone through the same:
 - ❖ Timetable with reporting time,
 - ❖ Conduct of examination booklet 2024,
 - ❖ Conduct of the examinations: Item not permitted,
 - ❖ Conduct of the examinations: Notice to candidates,
 - ❖ Conduct of the examinations: Information for candidates.,

I will report to the examination 45 minutes prior to the commencement of the examination.

• **The main duties of the Reader are:**

- The role of a reader is to read the examination aloud to a student accurately, without any alteration or explanation or interpretation to the wording.
- An examination must be read aloud using an even vocal intonation and inflection that does not give any cues to the student.
- A reader must pronounce words very clearly.
- A reader may read back the student’s answers, when requested, but without emphasis on any errors.
- Reading instructions and answering questions about the rubrics of the examination (for example, how many questions to answer, the time available for the paper) are permitted.

- A reader must not advise the student regarding which questions to answer, prompt the student (unless the reader is also a designated prompter), nor suggest the student move on to the next question or help with the order in which questions should be answered.
 - A word that appears in the examination may be spelt out for the student, but otherwise the reader must not help the student with spellings or grammar.
 - A reader can repeat the instructions or questions in an examination when a student indicates a specific need for this.
- I will not disclose or discuss the content of any Examination with any person outside my immediate school community within 24 hours of an examination ending.
 - I will ensure that the candidate and I leave the question papers in the examination room while leaving.

By signing this form, I give my consent to follow the above guidelines.

Reader's Name

Reader's Signature

*** PLEASE RETURN THIS FORM TO THE SCHOOL**

APPENDIX V



VICTORIOUS KIDSS EDUCARES

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List of Institutes for Psycho-Educational Evaluation

- 1) Morris Trust Foundation: 301, Gopur apartment, 2nd floor, Ghole road, Shivaji Nagar, Pune, Maharashtra- 411005
Contact: 020-25538157
- 2) Sahyadri Super Speciality Hospital: Maharashtra State Electricity Board, Survey no 185A, near Nagar Road, Shastrinagar, Yerwada, Pune, Maharashtra – 411006
- 3) Sahyadri Hospital, Department of Behavioural Science: Plot No. 30-C, Erandvane, Karve Road, Deccan Gymkhana, Pune, Maharashtra – 411004.
Contact: 020-67213000.
- 4) KEM Hospital: TDH Rehabilitation Centre, 489 Sardar Moodliar Road, Rasta Peth, Pune, Maharashtra – 411011.
Contact: 020-66037439
- 5) Dinanath Mangeshkar Hospital: Near Mhatre Bridge, Pune, Maharashtra – 411004
Contact: 020-40151000
- 6) Bharati Hospital: Satara Road, Katraj, Pune – 411046.
Contact: 020-40555555

APPENDIX VI



VICTORIOUS KIDSS EDUCARES

The School With A Difference

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IEP FORM FOR ACADEMIC NEED

Individual Education Plan

Name of the Student	
Class	
Homeroom Teacher	
Referred For	
Grade level Counsellor	

Learning & Academic Concerns:

Individual Educational Plan:

Recommendations:

Subject-wise Scaffolding for observed/Identified Learning Needs

Subject	Short-term Goal	Long-term Goal

Signature: Programme Coordinator-

APPENDIX VII



VICTORIOUS KIDSS EDUCARES

The School With A Difference

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ACTION PLAN FOR BEHAVIORAL, EMOTIONAL AND SOCIAL NEED

Individual Action Plan

Name of the Student	
Class	
Homeroom Teacher	
Referred For	
Grade Level Counsellor	

Behavioural/Emotional/ Social Concerns:

Individual Action Plan:

Recommendations:

Scaffolding for observed needs

Observation	Short-term Goal	Long-term Goal

Signature: Programme Coordinator-

APPENDIX VIII

SOCIAL EMOTIONAL WELLBEING SESSION

Objectives of an SEL session for students of the Diploma Programme



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