



The Bombay Suburban Grain Dealers' Junior
College Of Commerce, Arts And Science

INCLUSION & SPECIAL EDUCATION NEEDS POLICY

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Philosophy

“Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” - Learning Diversity in the International Baccalaureate¹

As the world and its people continue to change and become increasingly globalized, students from all walks of life, can now plan to pursue domestic as well as international prospects. In such a scenario, it is increasingly crucial to embrace the diversity and differences that make each individual unique.

To ensure that every student is provided the opportunity to realise their full potential, inclusion in education is not just a suggestion but rather a necessity.

Policies at BSGD have always encouraged & supported the diversity among students, through a continued effort in identifying & implementing measures to remove barriers in inclusion.

To value diversity means to understand, accept, and respect the fact that every individual is unique. We inculcate in our students and by extension their connected stakeholders, the idea that diversity should be respected and celebrated by all. We want all members of students to feel a sense of belonging, not only at the educational institution but also in the wider community.

Considering all these factors, the policy is drafted in a comprehensible manner and serves as a guide to ensure that all learners feel inclusive.

¹ <https://www.ibo.org/contentassets/b53fa69a03d643b1a739d30543ca8d65/jaynepletsermadrid.pdf>

Guiding Principles

IB RULES REGARDING INCLUSION:

Rule 5.8 - It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability, or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

Rule 5.9 - It is the school's responsibility to determine whether it can enrol a candidate with learning support requirements into the programme.²

IB MISSION:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.³

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.

OUR GUIDING PRINCIPLE:

Inclusive teaching and learning is designed to be inclusive of, and accessible to all students, so that every student, during their programmes, would be able to develop themselves in such a way as to endeavour to create a better & more united world through intercultural consideration and respect.

When a student enrolls in the IB programme, we ensure that the student & other stakeholders, respect & promote the diversity among people, and work towards nurturing an open-minded attitude.

Further to that, in alignment with the IB philosophy, we believe that these programmes will inculcate attributes like a caring approach, empathy and open-mindedness in the students and shape them into lifelong learners.

² <https://www.ibo.org/contentassets/93f68f8b322141c9b113fb3e3fe11659/rules-for-ib-world-schools-en.pdf>

³ http://www.kaiseribcp.org/uploads/8/9/3/3/89338304/access_and_inclusion_policy.pdf

Inclusive Access Arrangements

To ensure that best practices, in terms of inclusion, is carried out for the students in the programme & to identify these differences, school counsellors conduct informative one-to-one counselling sessions during admissions process, to understand their background and educational needs.

STUDENTS WITH SPECIAL ASSESSMENT NEEDS ON IB ASSESSMENTS:

Mankind has progressed in leaps and bounds in technology, research, etc but at the same time, due to various factors, the socio-political climate is also ever-changing. Keeping these factors in mind, it is necessary to accept that inclusion is a continuous process for all regardless of an individual's social, emotional, and physical circumstance.

BSGD believes that students must be provided the means to take their examination and assessments in an unbiased manner. Practical alterations and accommodations may be authorized to exclude examination prejudice that can prevent any student from not being able to participate and perform in the assessment process.

Inclusive access arrangement may be necessary due to:

1. Long term learning support requirements
2. Temporary medical conditions
3. Additional language learning requirements

The objective of access arrangements is to reduce hindrances that students may face in the course of their learning experience. Teachers must keep their observation of student progress as an ongoing process and ensure that the best support is provided to the student.

The following table elaborates IB policy for teaching and learning in context to access arrangements:

Flexibility in duration of examination, course, and deadline	Authorization required?
Access to additional time	YES
Extra time (for additional language learners)	YES
Rest Breaks	NO
Deferral	YES
Extensions	YES
Extra opportunities to retake examinations	YES
Flexibility in examination location	Authorization required?
Separate Room	NO
Seating	NO
Alternate venue	YES

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	YES
Access to reading	YES
Reader (for additional language learners)	YES
Communicators	NO

Sign language interpreters	YES
Aids	NO
Clarification of examination directions	NO
Colour naming (for students with colour blindness)	NO

Flexibility in method of response	Authorization required?
Word Processor (for additional language learners)	YES
Access to writing	YES
Access to speech and communication	YES
Access to a calculator	YES

Use of human assistance	Authorization required?
Care Assistant	NO
Prompter	NO
Communicator	NO
Practical Assistant	YES
Reader	YES
Scribe	YES
Designated person to clarify examination directions	NO
Designated person to name colours (for students with colour blindness)	NO

Non- standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	YES

It must be noted that the inclusive policy should be made at the start of the term to congregate the learning's need where it is relevant so as to make the policy a practice in the classroom work and tests.

STANDARDS AND PRACTICES IN ACCORDANCE TO IB GUIDELINES:⁴

A:9 The school supports access for students to the IB programme(s) and philosophy

B2:8 The school provides support for its students with learning and/or special educational needs and supports their teachers

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles

⁴ <https://www.ibo.org/contentassets/b53fa69a03d643b1a739d30543ca8d65/jaynepletsermadrid.pdf>

Roles & Responsibilities

The process of Inclusion is a continuous process, that endeavours to define, learn, act, reflect & with the newly gained knowledge, redefine the approach to inclusion. To fulfil this objective, there roles and responsibilities that need to be carried out on all levels.

1. Institute Leadership

Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences.

Provide opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness.

Ensures that international-mindedness is embedded in the school ethos through mission statements and policies.

Creates community links that promote inclusion & celebrates events and activities that promote intercultural appreciation.

Encourage participation in school decision-making by all members of the learning community.

Encourage independent and collective thinking and urge safe and respectful dialogues.

Ensures that international-mindedness is embedded in the school ethos through mission statements and policies.

Put in place processes to remove barriers to learning for every member of the school community

2. Faculty

Convey diversity through the use and display of languages, images and books.

- Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities).

- Reinforce desired values, dispositions, and behaviours in classroom scenario.

- Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity.

- Makes sure that each student is exposed to teaching and learning that reaches them as individual learners.

Explicitly teaches students how to make mistakes, fail well and overcome obstacles.

Explicitly teaches students how to succeed well and how to behave appropriately when others make mistakes, fail or face obstacles that they struggle to overcome.

Involves and includes parents and legal guardians in learning and teaching in an inclusive way

Have no tolerance for bullying, show respect and kindness to all community members & model internationally-minded values and dispositions.

Are prepared to respond to and discuss difficult topics such as national identity or local and global conflicts

3. Families

Provide accurate information about the child's needs and history.

Partner with the school on developing approaches that will support the child's academic development.

Follow through on agreements with the school.

Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts.

3. Students

Provide accurate information about the child's needs and history.

Partner with the school on developing approaches that will support the child's academic development.

Follow through on agreements with the school.

Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts.

Are tolerant, respectful & show empathy by understanding and sharing the feelings of others. Learn to be aware that body language can also send messages of inclusion or exclusion and let go of their own assumptions & prejudices.

Treat everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning need or belief.

Resolve conflict through dialogue & help new students feel at home in the learning community.

Take responsibility for their own actions & model appropriate behaviours when insensitive behaviours are observed.

Share their own cultural traditions and stories in classroom discussions and assemblies & learn to value peers and teachers for who they are.

INCLUSION, IB LEARNER PROFILE & APPROACHES TO LEARNING

The IB Learner profile and the approaches to learning align with each other to provide foundational skills & dispositions for the development of an Inclusive learner who is:⁵

- a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)

⁵ <https://www.kjs.edu.hk/wp-content/uploads/2020/09/International-Mindedness.pdf>

- takes risks to further self-development and understanding of others

Connections to other IB Policies

INCLUSION AND ADMISSIONS:

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.). This is in accordance with the 'BSGD Admissions Policy'. It is expected that parents disclose documentation that informs if a student is to receive additional services in class. An 'assessment of educational need' is conducted for all students at the time of admission

INCLUSION AND ACADEMIC INTEGRITY

At BSGD, it is expected that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and seminars on related topics (plagiarism, copyrights, etc.) are organised whenever required.

INCLUSION AND ASSESSMENT:

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. I

ANTI-DISCIPLINARY POLICY:

As an institute any kind of discrimination at any level is not encouraged and a no tolerance attitude is adopted towards any kind of discrimination based on gender, religion, social background, disability etc since students come from different demographic.

IB Standards & Practices for Inclusion

The institute Inclusion Policy is in alignment with the requirements for policy development as described in the New Programme Standards and Practices (2020)⁶. In particular, the basis of the policy implementation on Standard 0301 in order to nurture a school culture that acknowledges and celebrates diversity. The entire school team is included in yearly reviews of the Inclusion Policy; including head of the institute, IBCP Coordinator, teachers and mentors.⁷

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: 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)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

⁶ <https://www.ibo.org/globalassets/digital-toolkit/brochures/ib-psp-at-a-glance-en.pdf>

⁷ <https://resources.finalsite.net/images/v1612597832/ishdk/ogyfqkzfiiuooisxvqrn/ISH-Inclusion-Policy.pdf>

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