

**K.R. Mangalam Global School,
Greater Kailash – I, New Delhi**



Inclusion Policy

Revised in June, 2022



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IB Mission Statement

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

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

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

School Mission

To develop and nurture global citizens,

To inculcate an understanding of interconnectedness of all life and the living,

To develop compassion beyond one's immediate surroundings,

To understand and respect the differences,

To help acquire skills of Critical thinking, Communication, Collaboration, Creativity.

School Vision

“To create an empowered, inspired and progressive community of students who achieve and contribute positively towards humanity at large”.



Overview and Introduction

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

1. Purpose

The primary purpose of the Inclusion Policy is to provide guidance to teachers, parents and the whole school on the provision of effective Learning Support to students with learning barriers/difficulties. The mission is to develop a more diversified community by giving a chance for IB education to all. The guidance includes consideration of local, national and international legal obligations on inclusion/SEN.

Definition: - According to the SEN code of practice (2001)

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provisions to be made for him or her.”

A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.



Following IB standards were kept in mind while drafting the policy –

2. Standard and Practices

•B1.5b: **MYP requirement:** The school has developed and implements an inclusion/special Educational needs policy that is consistent with IB expectations and with the school's admissions policy.

•B1.5c: **DP requirement:** The school develops and implements an inclusion/special Educational needs policy that is consistent with IB expectations and with the school's admissions policy.

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

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

Standard and Practices (2020) Environment (02)

The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Culture (03)

2. The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

2.1. The school implements and reviews an inclusion policy that meets IB guidelines.

2.2. The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

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 programs.



3. Local Laws

Disability & Special Needs Inclusion Standard:

- The training on child protection (personal, social, emotional, and sexual) is disability sensitive and incorporates needs of children with special needs;
- Schools with inclusive classrooms should also be trained on sign language and Braille so that even children with speech hearing can benefit.

Special Learning Assistance Standard:

- The school updates list of students who are in need of special learning assistance; Support systems for low achievers—such children are identified and linked to services and support systems which can help retain them in the school environment;
- Appropriate referrals are made for supports service, to ensure protection and safety.

Counseling Standard:

- School has appointed qualified Child Counselor or Psychologist – part time or full time or on call consultant who can be accessed when there is a requirement or an emergency;
- A senior referral required. (CISE: School Safety Manual 2018, p.61: Minimum qualification: B.A. Psychology; every class to be visited at least once a term)

Special Needs Training Standard:

- Most teachers and non-teaching staff to be trained on communicating with and handling students with special needs, students using wheelchairs, students with cognitive, visual, speech or hearing impairment;
- At least 50% of staff should be trained on these aspects.

Special Needs Supervision Standard:

- Students with special needs are accompanied only by an attendant or teacher when using the toilet



4. Principles of Learning Support

KRMGS supports access for the students to the IB Programme(s) and philosophy. It provides full support to its learning support needs and equips their teachers accordingly. As per the IB guidance, the learning support program is run by identifying the students' specific learning styles, scaffolding their learning and differentiating the curriculum.

KRMGS is pleased to have a team of trained specialists, who collaborate with a range of expert professionals to provide efficient learning support services. Our Learning Support Specialists/Teachers are trained in a wide spectrum of disorders, their specialization ranges from specific learning disability, developmental disabilities to disorders of attention. Establishing inclusive support mechanisms that embrace diversity and provide equal opportunity for all members is the first step in taking shared responsibility for learning. Members are responsible for expanding all students' access to and participation in learning, regardless of their background or ability. They accomplish this by identifying and removing learning barriers related to viewpoints, school organization, resources, policies, and physical characteristics of learning environments. Authentic inclusive methods are embraced by the learning community. All students are given opportunities in a learning community that supports inclusiveness. We believe in providing the best education to all, therefore, there will be an unbiased consideration of each admission application if the school will be able to provide equal opportunity to succeed. The seats in the Learning Support department are limited and admissions are subject to availability of seats and resources.

KRMGS inclusive values can be reflected through the following:

- Effective whole-school policy (all IB programs: PYP, MYP, DP and CP) and parental involvement;
- Provision of intensive early intervention and providing appropriate resources, for e.g., writing software, laptop, and hearing aid to students in great need of support;
- Consistent enhancement of classroom-based learning and effectively dealing with learning difficulties at all levels within the school;
- Support students experiencing low achievement and/or learning difficulties through a team approach which involves the students themselves, their teachers, parents and relevant support personnel;
- Draw up and implement whole-school action plan to support students with low achievement in literacy
- Establish effective home-school partnerships, including the development of support strategies for parents;



- Develop and implement individual learning programs for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the students. These programs are drawn up and implemented collaboratively by the student's form tutor, learning-support teacher and parents.

5. Identification of Learning Support Needs Admissions screening process

- All students applying for admission to school (Grade 6 - 10) are assessed to determine current levels of performance.
- The school Admission's team analyses previous school records and information given by the parents to determine the potential need for Learning Support. The former school of every new student is asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available. School may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided. The final decision is taken when the above-mentioned documents are discussed by a specialist team comprising of the Counselor, IB Coordinator and Head of School. The authenticity of the documents is an important deciding factor in the final admission.
- The learning needs of students and the diagnosis are discussed with the Learning Support team, school management, and other relevant staff. Parents are then informed if the school can meet the needs of the student.
- Any student identified as potentially needing Learning Support with a diagnostic report, should be assessed by the School Counselor or Learning Support Teacher and a report will be given to Admissions with details from findings and with recommendations.
- Observation of a learner in a mainstream set up, if required.

Existing students: Learning Support

There are students who do not have a diagnostic report from a specialist, but who have been identified and referred to the Learning Support Department based on observations made by their form tutor. These students have not made progress in spite of in-class interventions and differentiated teaching. These students are informally assessed / screened by the special needs department. They are supported with either push-in/pull-out lessons or other strategies and resources and are assigned to the teachers to help support these students in class.



The school aims to provide for its students with Learning Support requirements, an inclusive and integrated setup across classes and further encourages them through school activities and events. They are offered full access to a broad, balanced and relevant education, including an appropriate curriculum. Each student is given an Opportunity to achieve their potential and to become a confident learner. Students with Learning Support requirement are included with their peers in most of the activities. The school recognizes the vitality of Learning Support and henceforth the staff and parents take the responsibility in supporting student education and other specific need(s).

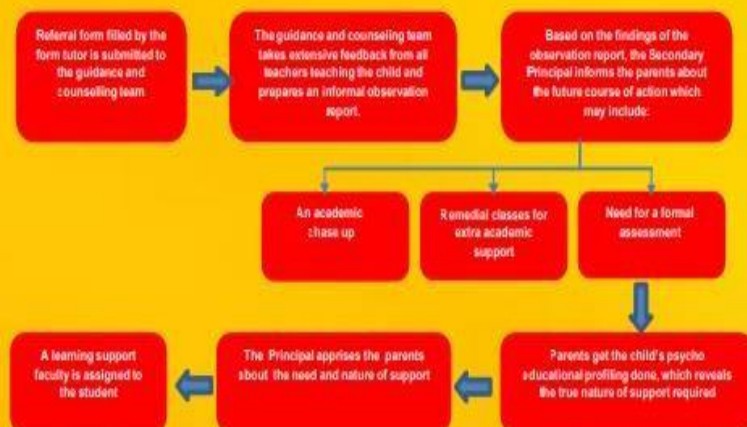
6. Process and procedure in school

Counseling & Learning Support Referral Process

PRIMARY SCHOOL



SECONDARY SCHOOL





7. Specialist Support Involving Professionals (Assessed by External Agency)

If a child is not making sufficient progress, the Learning Support team may suggest a Psychoeducational evaluation by an outside agency, according to the student's need based on the following:

- Little or no progress even when student is receiving Learning Support in school;
- Continued difficulty in developing literacy or numeracy skills;
- Sensory problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.
- The Form Tutor, IB Coordinator and the Learning Support teacher meet with the parents to discuss the observation report and to suggest a Professional Assessment by an outside agency, according to the progress and needs of the student.
- Students who then receive an attestable diagnosis will receive an IEP (Individual Education Plan). The IEP should help in catering the following areas of concern -
 - Academics;
 - Social and Emotional development;
 - Behavioral skills;
 - Strategies for form tutors;
 - Language and communication
 - Occupational Therapy Goal (Sensory processing/ Gross- motor skills)
 - Recommendations to parents AND
- The Learning Support teacher devises an appropriate IEP with specific learning and behavior targets to suit the learning needs of the child.
- Students who have received a diagnosis by a certified Child Psychologist/ Pediatrician may be exempted from second language by having their documents approved by the HOS.



Support for Gifted Learners

- At KRMGS, we recognize the needs of children who gifted and talented. We support gifted learners by incorporating differentiation in our planning which is reflected in our unit planners. Teachers ensure to provide challenging tasks as extended learning for these students.
- Educators intentionally design assignments and activities for gifted students in the regular classroom that allow them the opportunity to access content at higher levels.
- Since these learners are superlative, teachers group them with other students in the class. It motivates others to work harder to reach the level of these learners. This strategy also makes it easy for regular learners to understand complex problems and resolve them better. Besides collaborative learning is also beneficial for gifted students. Because this heterogeneous mix of students makes way for better learning and inculcates soft skills like 'teamwork' in them.
- Teachers would offer these gifted learners more space to work on their own. Use more blended models to make this happen for their personalized learning. And suggest ways of deep diving more into topics/information and content.
- Learning is relevant and connected to bigger ideas.
- The assessments are designed keeping in mind to provide enough challenge to gifted learners.
- Use different strategies and techniques keeping in mind both the student's strengths and weaknesses.
- Abilities of gifted and talented students are accepted, valued and fostered by teachers, parents, peers and the community.



8. Roles and Responsibilities

Form Tutor and Co Teacher:

- Discusses concerns about students in their class with Learning Support team if they have concerns about a student's academic performance, behavior, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks;
- Records concerns and keeps a log of observations and steps they have taken to help the student;
- Differentiates teaching to meet the need so fall students in his/her class;
- Builds on the strengths of each child, enhancing the student's self-esteem;
- Creates an environment where all students are accepted for their differences;
- Plans and collaborates with the Learning Support teacher on a regular basis;
- Shares lesson plans in advance with the Learning Support teacher to facilitate in-class support sessions;
- Maintains frequent and positive communication with parents by sharing information pertaining to the regular programme and extra support provided.

SEN Coordinator and Learning Support Teacher:

- Promotes a school-wide understanding of learning differences;
- Coordinates and plans Learning Support with the classroom/subject teacher on a regular basis;
- Plans lessons for pull-out support sessions and assigns homework if necessary;
- Provides support to students receiving Learning Support during in-class sessions, classroom/subject teacher planning for guidance;
- Provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support;
- Coordinates the development of the IEP with the classroom/subject teacher, IB Coordinator and the Principal;
- Maintains frequent and positive communication with parents by sharing information pertaining to Learning Support;
- Keeps Learning Support records current and filed as appropriate;
- Participates in on-going professional learning and maintain a personal portfolio of professional development activities relevant to Learning Support;
- Suggests possible resources or strategies that could be used in support of the child, both in class and at home;
- Contacts outside agencies for informal advice and further information if needed.



The School:

- Responsible for updating Inclusion policies and procedures;
- Supports the team during parent teacher meetings, when necessary;
- Communicates the Learning Support procedure to staff;
- Promotes the use of the IEP as one of the primary means of tracking student progress in the Learning Support Programme.
- To meet the student's learning needs, including suitable arrangements for teaching and assessment.
- Careful consideration should be given to the student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners.

The Parents:

- Provide the form tutor and the Learning Support teacher with any relevant information, including details about the child's health, early development and behavior at home;
- Sign and return copies of any home-school liaison arrangements;
- Offer support and encouragement to the child;
- Supervise the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meeting;
- Attend all the review meetings;
- Ensure their child has adequate sleep and rest and is fully equipped and punctual for school;
- Provide the school with their views on the child's progress and the support given.

The IB:

- Providing support to schools in assessment access arrangements.
- Providing guidance to schools for implementing inclusive practices.



9. Sharing of Information: Confidentiality

- The Learning Support teacher respects the rights and responsibilities of parents for their children and endeavors to establish, as appropriate a collaborative relationship with parents to facilitate the student's maximum development. There is an ongoing communication between the parents and the learning support department. Regular feedback and progress of the child is shared with the parents.
- There are records of confidential students' files, which are kept inside locked cupboards, with the relevant information comprising of IEPs and sessions reports. These files are accessible to the Learning Support Educator, Head Counselor, IB Coordinator & Principal.

10. Exit from Learning Support

- A student recommended for mainstreaming will make the transition from the Learning Support Program when they attain an appropriate level of success in their regular classroom and no longer require pull-out and/or in-class support;
- Before any final action is taken, the student's family is fully informed of the decision and the implications;
- The Form Tutor completes the Learning Support Exit form (evaluation of classroom performance).
- The exit may also take place if the parent expresses the inability to support the formal learning support at school on account of financial constraints, in such Cases, the child continues to be monitored by the guidance and counselor assigned.

Learning Support Program Development

In KRMGS there is a constant endeavor to develop the Learning support program. Consistent evaluation of the delivery of our program helps us in improving and making it better.

Educators are provided with regular training and networking opportunities to hone their skills. Time and again the Inclusion policy is reviewed in accordance with the student's needs.



Allowing Shadow Teachers

- All students are engaged in classroom settings by designing open-ended engagements and assessments being mindful of students' learning needs and style. Students with specific learning needs are supported with additional session's one on one in consent with the parents depending on their goals They are further supported by SEN, Subject specialist teachers in the class setting also. If it is observed that a student would be benefited by having a shadow teacher to assist them during class then the parents would be informed of the same and they would be asked to provide a shadow teacher for their child.
- The role of a shadow teacher is to help the children needing to support activities by helping fill in the Gaps in the learning procedure and overall assist the child to create academic and social abilities.
- Shadow teachers provide support to develop reading, writing, speaking, listening, peer to peer interaction, time management and development greeting skills in a child.
- Providing shadow teacher as support system and help for the child to improve his/her academic and overall development in the school. The shadow teacher will be recruited and paid by the parents but selected by the school management.
- The Selection of shadow teachers means they will have to abide by all school rules and procedures. They also have to follow all child safety norms presented under the safety and security or child protection policy.

11. Assessment Access

- Students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. As standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level of attainment, inclusive assessment arrangements may be authorized in these circumstances for the MYP and DP students. This policy applies to students with long-term or permanent challenges.

Students who require inclusive assessment arrangements may have Learning Support requirements due to one or more of the following reasons:

- Specific Learning disabilities
- Sensory processing difficulties
- Learning disabilities
- Social, emotional and behavioral challenges
- Specific learning difficulties
- Speech and/or communication difficulties
- Multiple disabilities and physical, sensory, medical or mental health issues are being supported in school.



- We recognize the needs of children who are gifted and talented and, within the constraints of a school, appropriate challenge and provision are made within the daily activities of the school. However, these particular needs are not defined as Special Educational Needs. Borderline cases and slow learners are also not included in Additional Learning Support.
- KRMGS aims to deliver the following support during examinations taking into consideration all the regulations governing the conduct of IB examinations and with prior notice and permission from IB wherever applicable. Students will be required to show evidence to avail the provisions.



12. Procedures: Access Arrangements

- Parents/Guardians must provide consent in writing to the IB Coordinator/Principal
- All requests for inclusive assessment arrangements must be submitted one year prior to an examination session.
- The IB Coordinator shall coordinate to complete the Online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents for students qualifying for the support.
- If the candidate meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request. If the standard criteria are not met, their quest will be referred to the IB Assessment center for evaluation. Further convincing educational evidence which indicate a compelling need for the requested access arrangement may be required in such a case.
- The inclusive assessment arrangements shall be provided to the student to give ample time to them to learn to use them effectively during classroom activities.

Candidates with Assessment Access Requirement in MYP

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances for the MYP and DP students. This policy applies to candidates with long-term or permanent challenges.

Guidelines for arrangements for candidates with assessment access requirements(in the MYP):

Course candidates only registered for the personal project	Course candidates registered for personal project and courses	Certificate candidates
Modification of coursework and criteria is possible without any authorization from the IB.	No option to modify coursework and criteria in subjects where the candidate is registered for IB validated grades. Where the candidate is not registered for IB validated grades, modification to coursework and criteria is possible without prior authorization from the IB.	No option to modify coursework and criteria as the eAssessment is the only route to IB validated grades and the learning outcomes cannot be altered.
Schools may support the candidate as required and the candidate may be eligible for course results. If a candidate requires any reasonable adjustment to the personal project, it has to be authorized by the IB. (request “contact” IBIS).	Online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents.	Online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents.

Inclusive assessment arrangements requiring authorization:

1. Access to additional time
2. Access to speech recognition software
3. Access to a reading
4. Access to a practical assistant
5. Access to optional font and/or text/background colour
6. Access to speech and hearing
7. Access to reasonable adjustments (for the ePortfolio summative assessment tasks or personal project)

1. Access to additional time: The amount of additional time given to a candidate is directly linked to the degree of the access requirement.

Additional time 10%	6min /hour	Standard score is between 90 and 100 on one or more cognitive processing measures.
Additional time 25%	15 min / hour	Standard score is 90 or less on one or more cognitive processing measures.
Additional time 50%	30 min / hour	Standard score is 75 or less on one or more cognitive processing measures Standard scores are below 90 in at least three measures.
100% or more additional time	substantial amount of additional time	In exceptional cases, or for candidates with visual impairment working with Braille

- Candidates receiving additional time may also receive rest breaks which do not require prior authorization from the IB.



- A candidate who is allowed additional time may take his or her examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time. Prior authorization from the IB is not required for this arrangement.
- When additional time has been authorized, it will be built into the candidate's on-screen examination. (Mismatch of additional time can be justified by the invigilator, using the Invigilator Menu in the administration website).
- 25% additional time in orals if the standard score is below 95 in processing speed measures that affect expressive and/or receptive speech, may also be granted to candidates with speech and communication challenges such as stuttering and candidates with psychological challenges such as social phobia and anxiety.

2. Access to speech recognition software:

Candidates who require inclusive assessment arrangements to access typing may be authorized speech recognition software for their on-screen examinations.

To be eligible to use speech recognition software, a candidate must show evidence of –

- A standard score of 95 or less on written expression/spelling/information processing/working memory and below average speed for his or her age in typing.
- An occupational therapy report confirming fine motor challenges and below average speed in typing for his or her age.
- A candidate who has physical challenges and cannot type due to low muscle tone in the arms and poor eye to hand coordination.
- The candidate will need to use his or her usual speech recognition software; this is not a built-in function of the on-screen examination, and it should be his/her usual way of working in classroom tasks and tests.

3. Access to a reading: Candidates who require inclusive assessment arrangements to access reading may be authorized a reader / screen reader or reading software / text – to – speech software for their on-screen examinations. Eligibility criteria –

- A standard score on a psychological test of 95 or less on reading speed/reading accuracy /reading comprehension.
- A medical or sensory condition due to which a candidate faces reading challenges (total or severe vision impairment).



4. Access to a practical assistant:

- In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory, or medical challenge.
- The assistant may perform tasks such as motor movements of moving the mouse that are difficult for the candidate and must carry out a task exactly as instructed.
- The assistant should be familiar with the on-screen examination and the technology and therefore may be a teacher, but preferably not the candidate's teacher.

5. Access to optional font and/or text/background color:

- In order to be eligible to access the optional font and / or alternative text/background colours, the candidate must show a standard score on a psychological test of 95 or less on reading or visual processing, a medical, physical, or sensory condition due to which a candidate faces reading or vision challenges.
- It is advised that a candidate opts for a particular text/background colour / font (Lexia Readable) only when it has been adopted as the usual way of working.
- The alternative accessible font and/or text/background colour option is also available in the Invigilator Menu.

6. Access to speech and hearing:

Candidates with speech and communication difficulties may use communicators or augmentative speech equipment after obtaining the authorization from IB.

A communicator is someone who is able to convey information to a candidate with a hearing impairment through the use of lip-speaking, fingerspelling or sign language. In order to be eligible to use a communicator as an access arrangement, a candidate must show evidence of hearing impairment.

In order to be eligible to use an augmentative communication device as an access arrangement, a candidate must show evidence of speech difficulties. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the device.

1. Access to reasonable adjustments (for the e Portfolio summative assessment tasks or personal project):

The supporting documentation accompanying the request must contain the evidence to justify the arrangement, along with the specific plans and details of the suggested reasonable adjustment.



Candidates with Assessment Access Requirements (For Diploma Programme and Career Programme)

The inclusive assessment arrangements listed below requires authorization from the IB Assessment centre. The application for the same must be submitted six months prior to an examination session i.e. November 15th for candidates registering for the May examinations session:

1. Access to modified papers
2. Access to additional time
3. Access to writing
4. Access to reading
5. Access to speech and communication
6. Access to calculators and practical assistance
7. Access to extensions and exemptions

1. Access to modified papers:

- Examination papers in Braille with raised diagrams;
- Changes to the print on examination papers - Enlarged print and/or a change of font;
- Printing on coloured paper - Samples may be submitted along with the supporting documents;
- Modifications to the visual complexity - without compromising the assessment objectives of the examination paper;
- Modifications to the language of examination papers - normally involves the restructuring and simplification of language, and the rephrasing of questions, without alteration to the technical language or vocabulary specific to the subject or literary text.

2. Access to additional time:

The amount of additional time given to a candidate is directly linked to the degree of the access requirement.



Additional 10%	time	6min /hour	Standard score is between 90 and 100 on one or more cognitive processing measures.
Additional 25%	time	15 min / hour	Standard score is 90 or less on one or more cognitive processing measures.
Additional 50%	time	30 min / hour	Standard score is 75 or less on one or more cognitive processing measures Standard scores are below 90 in at least three measures.
100% or more additional time		substantial amount of additional time	In exceptional cases, or for candidates with visual impairment working with Braille

- Candidates receiving additional time may also receive rest breaks which do not require prior authorization from the IB.

3. Access to writing – Computers: Candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts;

Word processor	Word processor with spell checkers	Speech recognition software	Scribes	Transcriptions
A standard score on a free writing speed test that is below average for their age.	The spell check function must only be enabled if there has been prior authorization from the IB Assessment centre.	A standard score on a free writing speed test that is below average for their age and below average speed for their age in typing	A standard score on a free writing speed test that is below average for their age or a standard score of 90 or less on written expression/spelling/information processing/working memory.	A medical, physical or sensory condition that causes writing challenges such that a candidate's written work is largely illegible or incomprehensible to someone not familiar with it and where a candidate cannot use a computer
OR	OR	OR	OR	OR
A standard score of 90 or less on written expression/spelling/information processing/working memory.	A candidate must show evidence of a standard score that is below 90 on spelling in a psychological test.	A standard score of 90 or less on written expression/spelling/information processing/working memory and below average	Medical, physical or sensory condition which renders the candidate incapable of writing or writing for long	A medical, physical or sensory condition that causes difficulties in accessing the scantron (bubble sheets) answer sheets.

OR		speed for their age in typing.	periods of time as demanded by the assessment task. OR	
A medical, physical or sensory condition which renders the candidate incapable of writing or writing for long periods of time as demanded by the assessment task. OR		A medical, physical or sensory condition which renders the candidate incapable of writing/ typing or writing/typing for long periods of time as demanded by the assessment task.	Handwriting that is largely illegible to someone who is not familiar with it and which may be caused due to underlying mild processing or coordination challenges	* It is not necessary to transcribe the whole of a candidate's script. Only those sections or words that are extremely difficult to read need to be transcribed
Handwriting that is largely illegible to someone who is not familiar with it which may be caused due to underlying mild processing or coordination challenges (educational evidence must be submitted)			* Prior to the examination, the school should provide an opportunity for the candidate and a scribe to practise working together.	*The transcription must be on a piece of paper separate from the candidate's script, must be produced verbatim and immediately after the examination under secure conditions

4. Access to reading: Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software.

Reader	Reading Software
A standard score on a psychological test of 90 or less on reading speed/reading accuracy/reading comprehension.	A standard score on a psychological test of 90 or less on reading speed/reading accuracy/reading comprehension.
A medical, physical or sensory condition due to which a candidate either cannot read or has difficulty in reading.	A medical, physical or sensory condition due to which a candidate either cannot read or has difficulty in reading.



- Access to speech and communication: Candidates with speech and communication difficulties may use communicators or augmentative speech equipment after obtaining the authorization from IB.

5. Access to calculators and practical assistance:

A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four function calculator as an access arrangement in subjects requiring mathematics calculations where a calculator is otherwise not allowed in the examination.

In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. This arrangement is normally confined to the requirements of internal assessment.

6. Access to extensions and exemptions:

Extensions to deadlines –

- Must show evidence of a medical/ psychological challenge that has genuinely prevented them from completing work;
- An extension will normally be authorized for a period of four weeks (longer period will be considered in exceptional circumstances);
- Request must be received at the IB Assessment centre before the normal deadline;
- IB Assessment center is responsible for advising an examiner that a candidate's work will arrive after the normal deadline;
- If the candidate's work arrives after the normal deadline, there may be a delay in the issue of results.

Exemptions from assessment:

Exemptions are not normally granted. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized (careful consideration should be given to whether all reasonable adjustments have been considered);

- Candidate with severe dyslexia will not be exempt from the requirement to take a second language;
- If a Diploma Programme candidate is unable to complete all requirements for CAS owing to a medical condition, the school must contact the IB Assessment centre for advice.



Multi- Modal Assessment

Along with the above-mentioned extensions for E Assessments, DP and CP Assessments and deliverables. The Inhouse examinations can also be based on the same structure. Parents are requested to meet the programme leaders and take this forward. Along with these arrangements and differentiations as a teaching strategy the school will also try to have multimodal assessments for formative and summative assessments on discretion of the subject teacher.

13. Supporting documentation

Psychological/psycho-educational/medical report must have been undertaken no earlier than the previous academic year, from a psychological or medical service.

Reports must: -

- Be legible, on paper with a letter head, signed and dated;
- State the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate;
- State specifically the nature of the Learning Support requirement, and the tests or techniques used to arrive at the identification;
- Report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

1. Educational evidences: -

- A letter/observational report from the candidate's subject teacher(s) outlining any difficulties which may be apparent in class;
- A brief summary about the arrangements required by the candidate in order to access learning and assessment;
- Individualized Educational Plan.
- Sample of work done under timed conditions without the assessment arrangements that are being requested.



14. Inclusive assessment arrangements not requiring authorization:

At the discretion of the Head of School, the following arrangements are permitted in examinations without prior authorization from the IB Assessment center.

- A candidate is permitted to take an examination in a separate room.
- An assistant, if necessary for the welfare or safety of a candidate (must not be another candidate or a relative of the candidate).
- A candidate who normally uses an aid is allowed to use the aid in examinations.
- A candidate with a hearing condition may receive instructions from a communicator.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
- Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
- For a candidate who has color blindness, the invigilator is permitted to name Colors in an examination paper.
- A candidate who is hypersensitive to sound is permitted the use of noise buffers.
- A candidate may be permitted rest breaks (It is not counted towards the duration and depend upon the candidate's circumstances, although 10-minutes per hour are the general recommendation).
- A candidate may be permitted the use of a prompter due to attention issues (The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally.)
- A candidate may be given additional time to complete assignments during the two-year programme without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the school must contact IB Answers.



15.Candidates with Assessment Access Requirements (For PYP, DP, MYP and Career Programme)

The inclusive assessment arrangements listed requires authorization from the IB Assessment center. The application for the same must be submitted six months prior to an examination session i.e. November15th for candidates registering for the May examinations session: For MYP you are requested to reach the coordinator at the start of the session itself. For Further information on access arrangements, please get in touch with the school MYP, DP, and CP Coordinator.



16. Link to other Policies

Admission Policy - learning support to students with mild to moderate learning disabilities. Parents need to mention if there is any special needs in the admission form and formal assessment report should be submitted before admission if required.

Assessment Policy—Providing Access arrangements during assessments to support needs of the students.

Language Policy –Language support is given to the students if it is not developed along with the other learning strategies.

Academic Honesty—School and parents submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations.

17. Policy Implementation & Review

SEN Steering Committee Members

- Ms. Abha
- Ms. Priyanka
- Mr. Vishnu
- Ms. Minu Dubey
- Mr. Pushkar
- The School PLT team

Policy review and date

Last reviewed date is July2022. This policy will now be reviewed in July2023.

Implementation: A copy of this document will be made available on the school website. Comments from members of the school community are welcome, to assist with the review of this policy. These comments should be directed to the members of the SEN steering committee who are responsible for each site and phase of development.

Appendix 1
'Academic' Referral Form
Class-I/II/III and Above

Name of Student:	Class/ Section:
DOB:	Age:
Date of referral:	At KRMG Since:
Referred by:	Gender:

Strengths of the child:

Please tick on the areas of concern that you have observed:

<input type="checkbox"/> Language (Oral Expression, Basic Reading Skills, Reading Comprehension, Listening Comprehension)
<div style="margin-left: 40px;"> <input type="checkbox"/> Difficulty expressing thoughts or ideas <div style="margin-left: 20px;"> <input type="checkbox"/> Has difficulty staying on topic <input type="checkbox"/> Has difficulty re-telling events <input type="checkbox"/> Has a limited vocabulary </div> </div> <div style="margin-left: 20px;"> <input type="checkbox"/> Uses poor grammar or misuses words in conversation <div style="margin-left: 20px;"> <input type="checkbox"/> Has a limited interest in books or stories </div> </div> <div style="margin-left: 20px;"> <input type="checkbox"/> Has difficulty understanding and following instructions or directions <div style="margin-left: 20px;"> <input type="checkbox"/> Very restricted social interaction <input type="checkbox"/> Voice not matching age/gender <div style="margin-left: 20px;"> <input type="checkbox"/> Unclear speech <input type="checkbox"/> Dysfluent Speech </div> </div> </div>
Reading (Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)
<div style="margin-left: 40px;"> <input type="checkbox"/> Grade level Text: DRA: Previous: _____; Current: _____ </div> <div style="margin-left: 20px;"> <input type="checkbox"/> Confuses similar-looking letters and numbers or similar-looking words (i.e., beard, bread) <div style="margin-left: 20px;"> <input type="checkbox"/> Difficulty recognizing and remembering sight words <div style="margin-left: 20px;"> <input type="checkbox"/> Frequently loses place while reading <input type="checkbox"/> Reverses letter order in words (i.e., saw/was) </div> </div> </div> <div style="margin-left: 20px;"> <input type="checkbox"/> Problems associating letters/sounds, blending sounds into words <div style="margin-left: 20px;"> <input type="checkbox"/> Guesses at unfamiliar words rather than using word analysis <div style="margin-left: 20px;"> <input type="checkbox"/> Substitutes or leaves out words while reading <input type="checkbox"/> Has poor retention of new vocabulary <input type="checkbox"/> Poor reading comprehension </div> </div> </div>
Writing
<div style="margin-left: 20px;"> <input type="checkbox"/> Mirror images of letters <input type="checkbox"/> Writes reverse order in words <input type="checkbox"/> Difficulty writing legibly <input type="checkbox"/> Has difficulty remembering shapes of letters and numerals <input type="checkbox"/> Frequently reverses letters, numbers, and symbols <input type="checkbox"/> Difficulty in forming letters and writing on line <input type="checkbox"/> Grasps pencil awkwardly, resulting in poor handwriting </div>

- ☐ Uses uneven spacing between letters and words, and has trouble staying 'on the line'
- ☐ Copies inaccurately (i.e., confuses similar-looking letters and numbers)
- ☐ Spells poorly and inconsistently (i.e., the same word spells differently at different places in the same document)

☐ **Math** (Calculation, Problem Solving)

- ☐ Difficulty in simple calculation or number sense
- ☐ Difficulty in doing simple counting
- ☐ Difficulty in Multi-step word problems (grade II/III)
- ☐ Difficulty in learning and applying number facts
- ☐ Difficulty understanding grade level Math concepts

☐ **Attention** (All Areas)

- ☐ Difficulty sustaining attention in work tasks or play activities
- ☐ Difficulty beginning, organizing, completing tasks and activities.
- ☐ Loses things consistently that are necessary for tasks/activities
- ☐ Easily distracted
- ☐ Forgetful in daily/routine activities
- ☐ Requires frequent repetition of instructions/directions
- ☐ Difficulty retaining or retrieving information
- ☐ Blurts out answers to questions before the teacher has finished asking the question
- ☐ Has difficulty waiting for a turn in group tasks

☐ **Gross and Fine Motor Skills** (All Areas)

- ☐ Appears awkward and clumsy, dropping, spilling, or knocking things over
- ☐ Difficulty in activities that demand eye-hand coordination
- ☐ Difficulty with fine-motor activities (e.g., drawing, colouring within the space, cutting/tearing/pasting and trouble in tying shoes)
- ☐ Difficulty copying from the board
- ☐ Poor gross motor (balance, muscle tone, dexterity, posture)
- ☐ Poor Spatial orientation, body awareness, judging space and distance
- ☐ Difficulty running in lane without falling/deviating from it.

Teacher's comment:

Appendix 2

Behavior Incident Form

Incident Date:

Student Name:

Class:

Person notified:

Name and Role of the Person:

Incident

Please describe, in as much detail as possible, the specific behaviors observed. To the best of your ability, report the exact words, phrases and interactions you observed. If applicable, describe any injury or damage to person(s) or property. Include name(s) of campus personnel you contacted and actions taken, if any.

Appendix 3

Referral Form **Class- Nur/KG**

Name of Student:	Class/ Section:
DOB:	Age:
Date of referral:	At KRMG Since:
Referred by:	Gender:

Strengths of the Child:

Please tick on the areas of concern that you have observed:

<input type="checkbox"/> Verbal Skills
<input type="checkbox"/> Doesn't speak clearly; cannot be understood without context clues
<input type="checkbox"/> Doesn't speak in sentences
<input type="checkbox"/> Doesn't use appropriate volume when speaking
<input type="checkbox"/> Cannot express and describe feelings
<input type="checkbox"/> Listening Skills
<input type="checkbox"/> Doesn't listen with understanding of directions
<input type="checkbox"/> Doesn't follow 1-step & 2-step directions
<input type="checkbox"/> Interaction With Others
<input type="checkbox"/> Does not play well with others
<input type="checkbox"/> Does not take turns and share
<input type="checkbox"/> Does not clean up after playing
<input type="checkbox"/> Does not participate in group activities
<input type="checkbox"/> Does not interact easily with familiar adults
<input type="checkbox"/> Not considerate of other people's feelings
<input type="checkbox"/> Does not respect items belonging to others
<input type="checkbox"/> Does not listen when others speak
<input type="checkbox"/> Does not seek adult help during conflicts
<input type="checkbox"/> Self-Control
<input type="checkbox"/> Does not follow rules and routines
<input type="checkbox"/> Not able to move from one activity to the next without problems
<input type="checkbox"/> Does not demonstrate normal activity level
<input type="checkbox"/> Acting out physically
<input type="checkbox"/> Gross Motor Skills
<input type="checkbox"/> Difficulty in Running
<input type="checkbox"/> Difficulty in Hopping
<input type="checkbox"/> Difficulty in Jumping
<input type="checkbox"/> Difficulty in Climbing stairs
<input type="checkbox"/> Difficulty in Throwing a ball with direction
<input type="checkbox"/> Difficulty in Catching a thrown ball with arms and body
<input type="checkbox"/> Difficulty in Bouncing a ball

<input type="checkbox"/> Fine Motor Skills
<input type="checkbox"/> Difficulty in stacking blocks <input type="checkbox"/> Difficulty in stringing beads <input type="checkbox"/> Cannot Zip <input type="checkbox"/> Difficulty in Grasping crayon and pencil correctly <input type="checkbox"/> Cannot Complete a simple puzzle (4+ pieces) <input type="checkbox"/> Does not have good scissor skills <input type="checkbox"/> Doesn't use glue neatly <input type="checkbox"/> Cannot complete a pattern <input type="checkbox"/> Difficulty in Making a pancake, snake, and a ball from play dough <input type="checkbox"/> Difficulty in Copying vertical line, horizontal line, circle, cross, square, V, triangle
<input type="checkbox"/> Health And Wellness
<input type="checkbox"/> Doesn't know how to wash hands <input type="checkbox"/> Cannot follow proper bathroom procedures <input type="checkbox"/> Struggles to put shoes on
<input type="checkbox"/> Music And Movement
<input type="checkbox"/> Doesn't participate in morning circle/MIM <input type="checkbox"/> Doesn't participate in Creative movement/dance <input type="checkbox"/> Difficulty in Moving rhythmically to music (dances) <input type="checkbox"/> Doesn't enjoy singing

Teacher's comment:

Appendix 4

'Social Emotional' Referral Form

Name of Student:	Class/ Section:
DOB:	Age:
Date of referral:	At KRMG Since:
Referred by:	Gender:

Strengths of the child:

Please tick on the areas of concern that you have observed:

<input type="checkbox"/> Behaviors Observed
<input type="checkbox"/> Attention Seeking behavior
<input type="checkbox"/> Extreme or unpredictable mood changes.
<input type="checkbox"/> Difficulty with changes, Inflexible with rules, routines and transitions
<input type="checkbox"/> Easily angered, annoyed or frustrated.
<input type="checkbox"/> Physically or verbally aggressive, destroying resources and bullies others
<input type="checkbox"/> Being Bullied
<input type="checkbox"/> Family concerns-Illness, grief/loss or family issues.
<input type="checkbox"/> Defiant
<input type="checkbox"/> Misses Verbal/Non-verbal cues
<input type="checkbox"/> Lying often
<input type="checkbox"/> Stealing
<input type="checkbox"/> Not completing CW/ HW on time
<input type="checkbox"/> Poor organizational skills
<input type="checkbox"/> Overexcited, Impulsive and difficulty settling down
<input type="checkbox"/> Interrupts classroom activity often
<input type="checkbox"/> Difficulty being a part of the group
<input type="checkbox"/> Tired or disinterested
<input type="checkbox"/> Inattentive/ Distracted
<input type="checkbox"/> Daydreaming
<input type="checkbox"/> Anxious
<input type="checkbox"/> Scared or Fearful
<input type="checkbox"/> Withdrawn or Shy
<input type="checkbox"/> Poor social skills
<input type="checkbox"/> Low self-confidence
<input type="checkbox"/> Cries easily or often for their age
<input type="checkbox"/> Difficulty making friends/Conflicts with others
<input type="checkbox"/> Lack of motivation
<input type="checkbox"/> Trouble knowing how to share/express feelings or things

Teacher's comment:



18. References

- IBO, Cross Programme, Learning diversity and inclusion in IB programs
- IBO, Access and inclusion policy.
- Inclusive access arrangements: Decision pathway
- The IB guide to inclusive education: are source for whole school development
- Learning diversity and inclusion in IB programs
- Meeting student learning diversity in the classroom
- Using Universal Design for Learning (UDL) in the IB classroom
- Supporting your candidate: Adverse circumstances or access and inclusion?
- Assessment principles and practices—Quality assessments in a digital age
- Research report—Universal design for learning (UDL) and inclusive practices in IB World Schools (2016)
- Research report—Universal design for learning (UDL) and inclusive practices in IB World Schools (2016)
- Learning Stories, Academic rigor and inclusion: Accommodating the diverse needs of learners in a multiple-programme IB World School
- Programme standards and practices
- FICCI Arise-Child Safety, Checklist for schools