

INCLUSION POLICY

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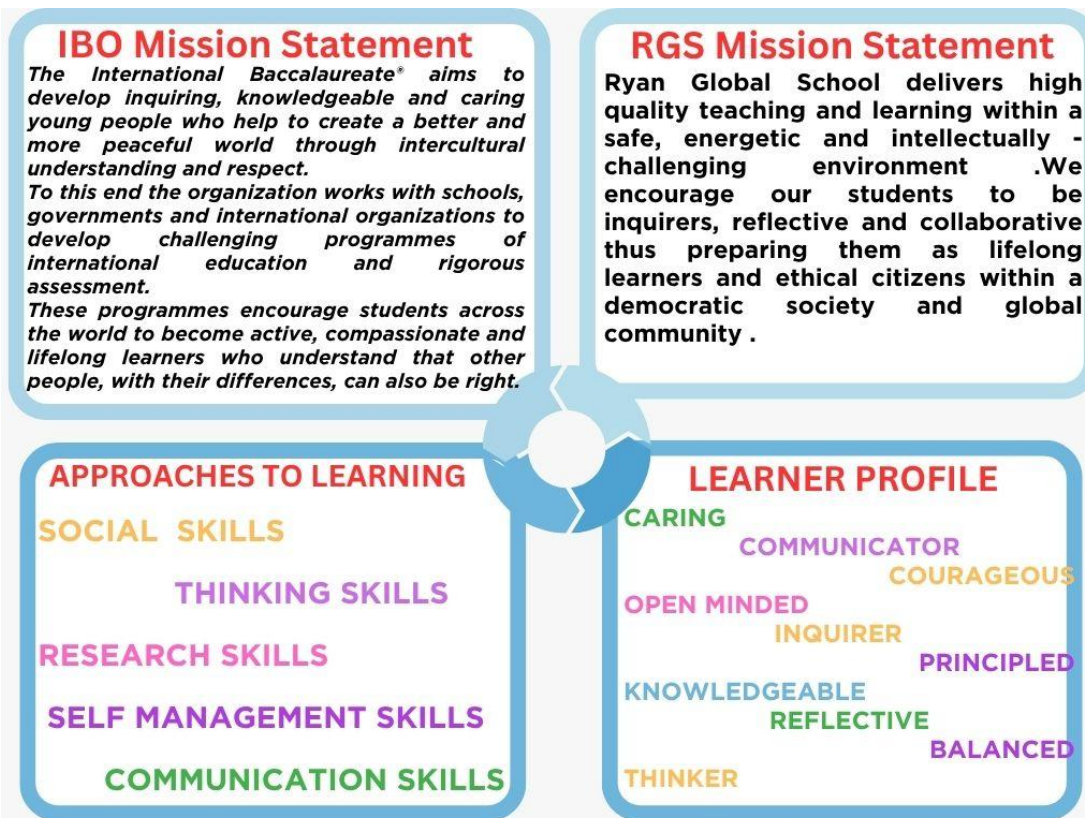
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IB AND RGS MISSION STATEMENT

Children studying at the Ryan Global School have a wide range of abilities, backgrounds, interests and cultures. It is the aim of RGS that each one of these children will reach their full potential in their academic, social and emotional development as well. Quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something additional to and different from what is provided for the majority of students; this is special educational provision and we use our best endeavours to ensure that provision is made for those who need it at RGS . We ensure that all staff in the school is able to identify and provide for those students who have special educational needs and/or disabilities to allow all students to join in the activities of the school

At Ryan Global School (RGS), the Inclusion Policy reflects the school's commitment to providing equitable, supportive, and inclusive learning experiences for all students. RGS strives to enhance the quality of education for diverse learners by ensuring that every student has access to meaningful learning opportunities tailored to their individual needs. This is achieved through ongoing teacher training, community advocacy, and collaborative engagement with professionals and families to support students requiring additional assistance.

We at RGS have aligned our mission statements with the IB and our inclusion philosophy directly relates to both the mission statements mentioned below



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As advocated by IB we at RGS ensure that the inclusion policy is implemented, understood and supported by the entire school community. Parents are informed about the policy through parent meetings, the school website handbook, curriculum booklet and Parent-Teacher conferences.

IB LEARNER PROFILE REFLECTED IN INCLUSION POLICY APPROACHES	
Learner Profile	Connection to Inclusion Policy
Inquirers	The policy promotes inquiry-based learning that caters to varied abilities and learning needs, encouraging every child to explore and question at their own pace.
Knowledgeable	Diverse teaching and assessment strategies ensure all learners can access, understand, and apply knowledge in meaningful ways, promoting equal participation in learning.
Thinkers	Inclusive learning environments encourage students to approach challenges critically and creatively, supporting different ways of thinking and problem-solving.
Communicators	The policy supports multiple modes of communication — verbal, written, visual, or assistive — ensuring all learners can express themselves effectively.
Principled	Inclusion reflects fairness, justice, and integrity. The policy reinforces respect for differences and ethical behavior in supporting every learner.
Open-minded	Inclusion nurtures appreciation for diverse perspectives, abilities, and cultures, helping learners respect others' experiences and viewpoints.
Caring	The inclusive environment fosters empathy and compassion, ensuring that all students feel valued, supported, and safe in their learning journey.
Risk-takers (Courageous)	Learners are encouraged to take risks in a supportive setting where mistakes are viewed as opportunities for growth, not failure.
Balanced	The policy promotes the well-being of every learner — academic, emotional, and social — recognizing that success depends on balance in all aspects of life.

APPROACHES TO LEARNING REPRESENTED AND REFLECTED IN INCLUSION POLICY APPROACH	
ATL Skill Category	Connection to the Inclusion Policy
Thinking Skills	Inclusive classrooms nurture critical and creative thinking by offering flexible pathways for students to approach problems in different ways. Differentiated instruction allows each learner to use their strengths to think independently and make informed decisions.
Communication Skills	The policy ensures access to varied forms of communication — verbal, written, visual, or technological — so that every student, including those with additional learning needs, can express their ideas and understand others effectively.

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Social Skills	The inclusive environment promotes collaboration, empathy, and respect. Group work and peer learning encourage students to build positive relationships and appreciate diversity within the learning community.
Self-Management Skills	Students are supported in developing organization, emotional regulation, and time-management skills according to their individual needs. Inclusion strategies and accommodations empower learners to take ownership of their personal growth.
Research Skills	The policy promotes equitable access to resources, technologies, and support systems that enable all learners to gather, analyze, and use information responsibly. Students are guided to become independent, ethical researchers at their own level of ability

INTRODUCTION

Ryan Global School actively seeks to remove the barriers to learning and participation that can hinder or exclude individual learners, or groups of learners. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school at any time

We aim to ensure that the individual needs of children are quickly identified and met in order that all children can access appropriate educational provision. The culture, practice, management and arrangement of resources in our school should be designed to ensure all children's needs are met.

All children share a common entitlement to a stimulating and relevant curriculum, which is matched to their individual needs and includes our Curriculum, whatever physical, emotional, behavioural, sensory or learning difficulties they experience. The majority of pupils will have mild or transitory difficulties, but some pupils will have longer term and needs that are more complex. The school's policy, provision and practice for inclusion should ensure such pupils are identified and access to all areas of the curriculum maximized.

Objective of the inclusion policy

1. To ensure timely identification of learners with different abilities including students with challenges and provide with the support and also students with gifted abilities.
2. To ensure that all staff are aware of the systems and procedures to offer children positive and constructive access to the curriculum that is appropriate to their individual needs and learning styles .
3. To allow for differentiation in curriculum planning and schemes of work based on knowledge of individual children through teacher assessment and understanding of different backgrounds and various teaching styles.
4. To ensure the most effective use of school staff, teaching and nonteaching, and resources for pupils with special educational needs.
5. To encourage children to reach their full potential and be involved in rewarding motivating activities which improve their self-esteem.
6. To ensure a multi-sensory approach to instruction.
7. To adapt and provide a curriculum beneficial to the individual learning style of the student learning needs.
8. To integrate students with learning needs into mainstream classrooms through Differentiated Instruction.
9. To seek and ensure continuous improvement in learning for all students.
10. To nurture the self-esteem and confidence of the students with learning needs.
11. To develop a responsible global citizen.



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Ryan Global School is a mainstream school, which aim to include all pupils in all aspects of school life by / through:

- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Provide a caring environment in which our children are given the opportunity to develop their many potentials.
- Create a nurturing environment that children feel safe, secure, and able to achieve to their highest ability.
- Provide a range of teaching styles to accommodate the different learning styles of all children.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensure that the curriculum provided for children with support enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development
- To involve pupils and parents in planning and any discussion that affects them and their family.
- To provide all children with the opportunity to access the wider school community.

Our policies for raising learning standards are for all children, therefore operating inclusive schooling for children with learning support . Early identification of difficulties and appropriate intervention will give children with needs and support the best possible start to their school lives.

Rationale

IB programmes “encourage students across the world to become active,compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IB mission statement 2004).

At Ryan Global School, we believe that every child is unique and capable of achieving their personal best in a supportive and nurturing environment. According to the International Baccalaureate (IB):

“A student with Special Educational Needs is a student who might display difficulties or conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.”

In alignment with this belief, we are deeply committed to supporting all learners in their educational journey. Our goal is to ensure that every student feels valued, respected, and empowered to participate actively in the learning process.

As guided by the Inclusive Access Arrangements model outlined in the MYIB document, we provide necessary accommodations and differentiated teaching strategies to address the diverse learning needs of our students. These arrangements are designed to remove barriers to learning while maintaining the integrity and rigor of the IB curriculum.

Understanding Inclusion & Associated Terminologies

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an

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educational approach to which all schools should aspire.”-The IB guide to inclusive education: a resource for whole school development (2015)

Learner Variability

“Learner variability is a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience. Within this understanding it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student’s potential or appropriate teaching strategies.” Learning diversity and inclusion in IB Programmes (2020)

Learning Diversity

“In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.”-Learning diversity and inclusion in IB programmes (2020)

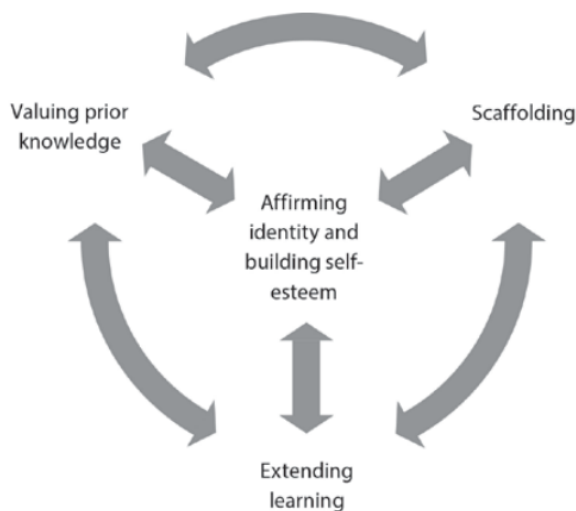
IB principles of an Inclusive education

Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student. Learning diversity is valued as a rich resource for building inclusive communities. Full potential is unlocked through connecting with and building on previous knowledge. All learners belong and experience equal opportunities to participate and engage in quality learning. All students in the school fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens. All students in the school community develop the IB learner profile attributes. All students experience success as a key component of learning. (Learning diversity and inclusion in IB programmes, pg.5, January 2016)

The IB’s principles of teaching for Learning Diversity

The four principles of good practice in the IB learning cycle.

(Learning diversity and inclusion in IB programmes, pg.6, January 2016)





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1. Affirming identity and building self esteem

At the core of all learning is the affirmation of student identity to promote self-esteem. Students with a positive identity are more able to take the risks necessary for successful learning. An affirmative model of identity ensures that all students are visible and valued. (Learning diversity and inclusion in IB programmes, pg.6, January 2016)

2. Valuing prior knowledge

New learning and understanding are constructed on previous experiences and conceptual understanding in a developmental continuum. When planning the range of new learning that can take place in any individual, previous learning experiences or prior knowledge must be taken into consideration. (Learning diversity in the IB programmes: SEN with the IB programmes, pg.6, August 2010)

3. Scaffolding

Scaffolding is a dynamic practice in the learning process. Scaffolding should foster learners' increasing independence in taking responsibilities for developing strategies for their own learning. (Learning diversity in the IB programmes: SEN with the IB programmes, pg.6, August 2010)

4. Extending learning

Teachers can help learners extend their learning by combining high expectations with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences. (Learning diversity in the IB programmes: SEN with the IB programmes, pg.7, August 2010)

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The decision pathway for inclusive access arrangements

Inclusive access arrangements: Decision pathway

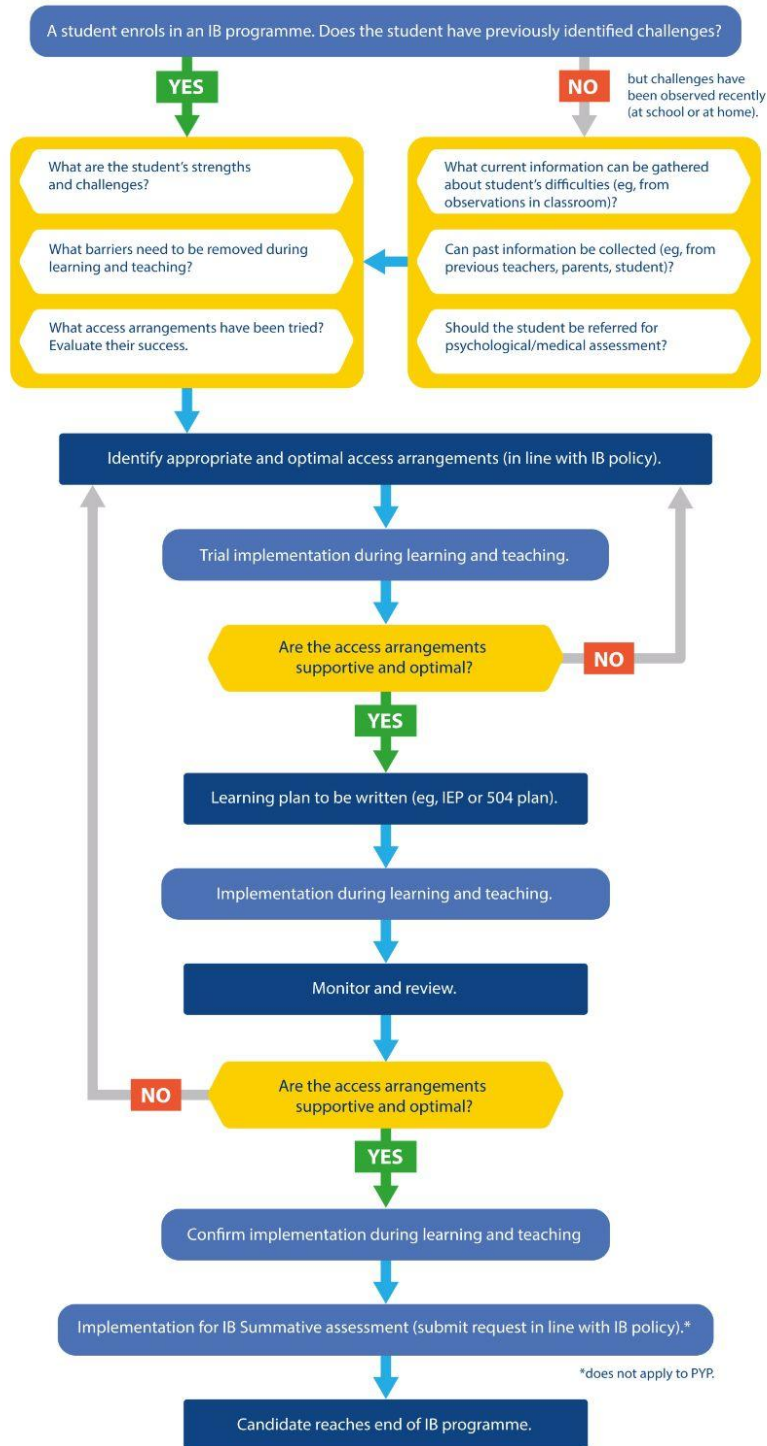


Image credit : International Baccalaureate Organization. (2022). Access and inclusion policy [Policy]. International Baccalaureate Organization (UK) Ltd. - <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>

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Roles and Responsibilities of Stakeholders

Pedagogical leadership team - Monitor the effectiveness and the annual review of the Inclusion policy and procedures and support it with the adequate resources and expertise.

Head of the section :

- Monitor , support and facilitate the learning support provision in the school.
- Inform the Head of School of learning support provision.

Admissions Team:The admissions officer will liaise with the Learning Support Coordinator, either the Primary or Secondary head and the relevant programme coordinators, regarding any applications for students identified with SEN.

Learning Support Coordinator and teachers:

- Oversee the day to day operation of the school's inclusion policy.
- Coordinate the provision for students with special educational needs.
- Liaise with and advise teachers and teaching assistants.
- Coordinate and manage the learning support staff to ensure the needs of the students are being met.
- Liaise with parents of students with special educational needs.
- Maintain the learning support register and oversee the records of students with special educational needs.
- Support the professional development of staff by providing continuing professional development sessions on aspects of special needs.
- Liaise with external agencies and organisations for advice and support to provide quality provision for students with special educational needs.
- Coordinate and oversee the development and implementation of Individual Education Plans (IEPs) and Individual Support Plans (ISPs), as applicable.
- Organise and implement a formal review process for IEPs and ISPs.
- Liaise with other schools and share appropriate data to ensure effective transition for students with special educational needs.
- Liaise with the Admission Team regarding applications for students identified with SEN.

Psychologist and counsellor (Inclusion Department)

- Observe the students and guide parents.
- Provides individual student counselling and psychotherapy.
- Provides parent support and family therapy: helps parents and families understand their child's learning and mental health needs.
- Identifies students who may require psychological assessments based on observations and input from the Inclusion Team. The counselor facilitates referrals to appropriate psychological centers for standardized evaluations and collaborates with teachers, parents, and the Inclusion Team to implement recommended interventions and accommodations.
- Promotes and creates awareness around mental health and learning issues.
- Strengthens family-school partnerships.
- Participates as a member of the counselling team: assesses counselling and testing referrals to determine the plan forward. Refers cases to professionals off campus when resources on campus cannot address the needs of the referral.

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- Participates as a member of the child protection team.
- Develop, deliver and review a comprehensive School Counselling Program.
- Discuss all referrals within the counselling team and report to the Primary and Secondary Principals.
- Implement developmentally appropriate and prevention orientation group activities to meet student needs and school goals.
- Consult and collaborate effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Play the role of the Designated Child Protection Officer within the school.
- Report any cases/suspected cases of abuse or neglect to the School Administration.

Class/Subject Teacher:

- Identify students who may benefit from additional support.
- Inform the inclusion department of any student concerns via the Learning Support referral process.
- Implement recommended accommodations/strategies in the class for students with SEN.
- Attend IEP review meetings.
- Plan collaborative meetings with the assigned Learning Support Teacher(s).

Parents/ Guardians

- Submit details of any learning support, including IEPs, with the child's admission application to the Admission Team.
- Attend IEP review meetings held by the school.
- Liaise with Learning Support staff on a regular basis.
- Support their children with learning support and actively encourage them to achieve to the best of their potential.

Learning Support Teacher / Shadow Teacher

- Acts as the Case Manager for each of their learning needs students
- Maintains records of students with learning support
- Develops and implement goals of the students' IEP/ISP
- Liaises with class/specialist teachers regarding the implementation of recommended strategies/accommodations for learning needs students.
- Provides direct instruction to students either on a one to one basis or within the classroom, based on the goals of their IEP.
- Organizes and attends IEP review meetings.
- Liaises with parents of students with special educational needs.

Students:

- Meet the school's qualifications and essential academic, technological and institutional standards.
- Identify himself/herself in a timely manner as an individual with a disability when requesting for accommodation from the appropriate service provider.
- Provide documentation from a qualified source that verifies the nature of the disability, functional limitations and the need for specific accommodations
- Attend all classes both in the general and special education classroom
- Request for alternative testing and accommodations as deemed necessary in consultations with the Learning Support Department.

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GUIDELINES

1. Teachers are aware of the policy and procedures for identifying learners with special needs, using procedures to form a framework for identification and assessment. This is part of day to day practice. Teachers should address difficulties promptly and positively.
2. The inclusion policy supports teachers in delivering a differentiated curriculum that is sensitive to differing paces and styles of learning, interests and ability. Teaching approaches are varied to ensure all children's learning styles are put up.
3. Support staff are given clear guidance on implementing learning and behaviour programmes.
4. Systematic records are kept to monitor progress and inform future planning.
5. The class teacher supports children within the classroom by providing specialist resources, including ICT. The school establishes support systems for children at School Action and above, either within the classroom or by withdrawing children to work in smaller groups.
6. Assess the needs of staff for in-service training.
7. Encourage partnership with parents where their concerns can be addressed and co-operation required.
8. Recording of children's progress should clearly indicate their special educational needs and include dialogue between class teacher and learning support teacher to aid continuity of planning and progression. It is important to remember that a child can experience difficulties in one area of the curriculum only and it must not be presumed that difficulties are automatically experienced in all areas.
9. Arrangements made for coordinating the day to day provision for pupils with special educational needs.

Note: IEPs are followed for remedial and special education however for remedial education the students' are required to fulfill most of the educational needs in the required grade or may be given a grade or phase level lower than currently.

The administration, faculty, and staff at Ryan Global School acknowledge that:

- Our students have different educational and learning needs, abilities, and goals.
- Students gain knowledge and skills at different rates and through different means.
- All students are capable of learning and they are unique.
- Our school welcomes students with mild to moderate learning disabilities.

INCLUSION - PROCESS

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

(from Learning diversity and inclusion in IB programmes, 2016,p.1)

Inclusion in RGS is addressed in 2 ways

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Increasing access and engagement : 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 sessions one on one in consent with the parents depending on their goals and required learning support.

STEP 1: IDENTIFICATION : Students will be identified on the requirement of learning support through class observation , students work sample , discussion with parents , assessment grades and outcome. Identification is a process which can be initiated by parents , teachers , and counsellor with the sole objective to support students' learning needs and style.

Referral Process

- Students within the school may be recognized for support through referrals made by teachers, parents, coordinators, or the Head of School.
- Past records and other credible sources are also considered in the identification process.
- The inclusion department carries out general classroom visits to spot students who may be at risk.
- Homeroom teachers reach out to the inclusion Department when they have concerns regarding a student's progress or behavior.
- Based on the referral, the inclusion counselor may observe the student or use informal assessment tools and checklists, if necessary.
- The Learning Support Department evaluates the observations and determines whether the student should be enrolled in the support program for additional assistance.
- The team, in collaboration with the coordinator, schedules a meeting with the parents to share the screening results and discuss the proposed plan of action.
- Details of the meeting are recorded in a Parent Conference Record Form.
- If the student continues to face challenges despite school-based and classroom-level interventions, the team may suggest seeking further evaluation or support from external specialists.

Identification of students with special needsA collaborative effort on the part of the Coordinators, homeroom teachers and parents along with the Learning Support and Wellness Department helps aid and initiate the identification process better. Children who come with documentation of their learning difficulties are interviewed by the Learning Support personnel and the coordinators to ensure that the student can fit into the environment. Students can also be referred by the teachers or parents. Any deviations from their chronological age must be noted and referred to the learning and wellness support department. The deviations are as under:

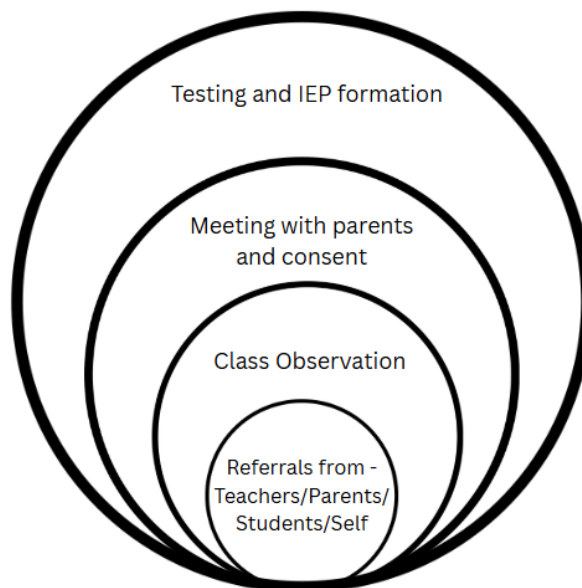
GRADES	ACCOMODATIONS
PYP (GR 1 - 5)	>1-1.5 years
LOWER SECONDARY (GR 6- 8)	>1.5-2 years
UPPER SECONDARY (GR 9 - 12)	> 2.5 years

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STEP 2 : CONSENT : Meeting between parents , teachers , student , SEN, leadership team to discuss the observation and work evidences of students and discuss future course of action

STEP 3: PERFORMANCE REPORT: Child once identified will be recommended for diagnostic performance report from RCI approved counsellor.

STEP 4: GOAL SETTING :Goals / learning support planned for students is planned in collaborative consent of parents , teachers ,counsellor , leadership team considering the resource support like shadow teacher, ICT support , extended learning material support , learning support etc.
Resource requirements to support students will be discussed with parents based on the support available in school and to be extended by Parents.



INCLUSION SHARED RESPONSIBILITY

Taking shared responsibility for learning begins by establishing inclusive support structures that value diversity and support equal opportunity for all members. Members are accountable for increasing access to, and engagement in, learning for all students, regardless of their background or ability. They do so by identifying and removing barriers to learning relating to perspectives, school organization, resources, policies or physical aspects of the learning spaces. The learning community embraces authentic inclusive practices. A learning community that values inclusion ensures that all students are offered opportunities.

Inclusive support structures take into consideration:

- the context, strengths and needs of the learning community
- coordinated and clearly communicated admissions and referral policies
- confidentiality
- a deeper understanding and appreciation of learning differences

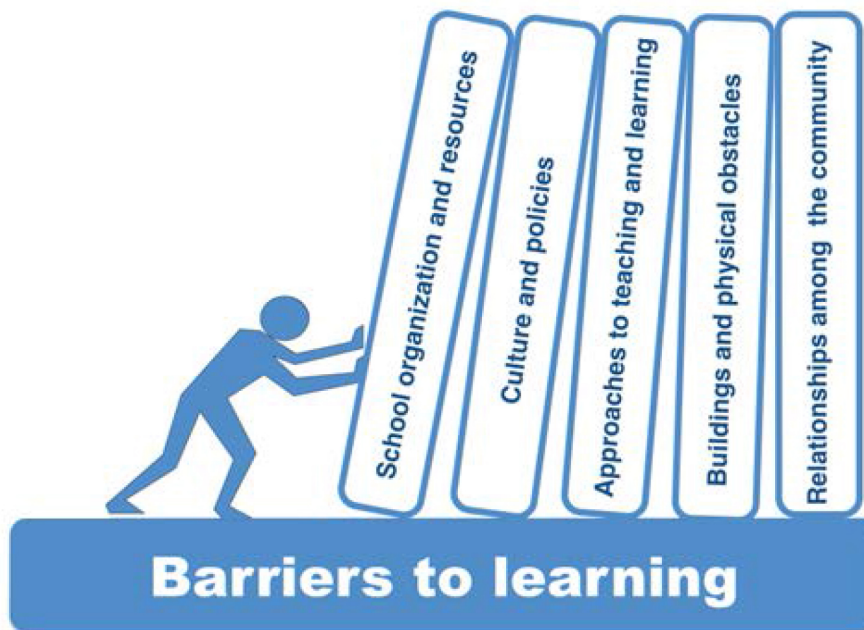
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- learning opportunities and support for all students
- the impact of labelling learners
- agency and self-efficacy
- transition and integration in the learning community.

The Learning community - community of learners

Removing barriers to learning.

While following areas are considered to be the barriers to learning they are equally responsible and contribute to inclusive learning. We at RGS diligently work towards changing these barriers into a driving force promoting inclusive education in school.



LEARNING DIVERSITY AND INCLUSION IN IB PROGRAMMES

SCHOOL ORGANIZATION AND RESOURCES :

- Our school vision and mission statement promotes , represents our commitment towards inclusive education
- Our leadership team is actively involved in developing effective strategies to increase access and participation
- The whole school development processes diligently promote inclusion with a very strong belief "education for all is a human right"
- The human and material resources to support inclusion are made available
- School routines are flexible to suit the needs of learners
- Lesson transitions are facilitated
- School transitions are facilitated
- Collaborative teaching and learning practices is one of the key component of school culture

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CULTURES AND POLICIES

- Our culture and policies reflects / promotes human rights, diversity, quality and equity supporting all the stakeholders
- We strongly believe that the school community contributes to school culture . All members of the school community work collaboratively.
- We believed and work towards providing affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- All students in the school community are given opportunity to develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

APPROACHES TO TEACHING AND LEARNING

- Teaching and learning practices , documentation (POI) , unit plans address human commonality, diversity and multiple perspectives
- Professional development supports the whole community in developing effective strategies to increase access and participation
- Learning engagement / access to resources / learning environment in class promotes students agency by increasing access and participation as a process of learning in a sustainable manner.
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Collaborative planning and meetings promotes opportunities to incorporate knowledge of all community members to develop inclusive practices and help us to plan learning from a strength-based perspective
- School provides inclusive access arrangements and reasonable adjustments for learning and assessment across the offered curriculum. (IB PYP / IGCSE)
- We strongly believe and practice respect with the view that every educator is an educator of all students
- We promote and ensure that all learners belong and experience equal opportunities to participate and engage in quality learning
- Assessments are designed providing all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- All students experience success as a key component of learning.

BUILDINGS AND PHYSICAL OBSTACLES

- School facilities are accessible to all members of the community to support their learning and growing needs
- Creativity and willingness to reorganize physical spaces, classroom orientation and structure is encouraged.
- Multilingualism is recognized as a fact, a right and a resource

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RELATIONSHIP AMONG THE COMMUNITY

- Daily interactions create affirmative, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community
- The learner profile play a role in promoting the agency to affirm identity and empower personal freedom
- Collaborative practices amongst members of the community is actively promoted and practised.
- We promote and provide opportunities for learning diversity which is valued as a rich resource for building inclusive communities
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- The Student council of the school empowers students in the school community to have a voice to contribute their input and insights into the school community .
- Diversity is understood to include all members of a community

DIFFERENTIATION IN LEARNING AND ASSESSMENT

Tomlinson and Cunningham Eidson (2003) have identified the following three curricular elements of differentiation:

‘The process of identifying, with each learner, the most effective strategies for achieving goals.’ (SEN IB programmes p.4)

Content- What should a student come to know, understand and be able to do? How will the student gain access to the knowledge, understanding and skills?

Process- What activities will be used to help students make sense of the knowledge, understanding and skills?

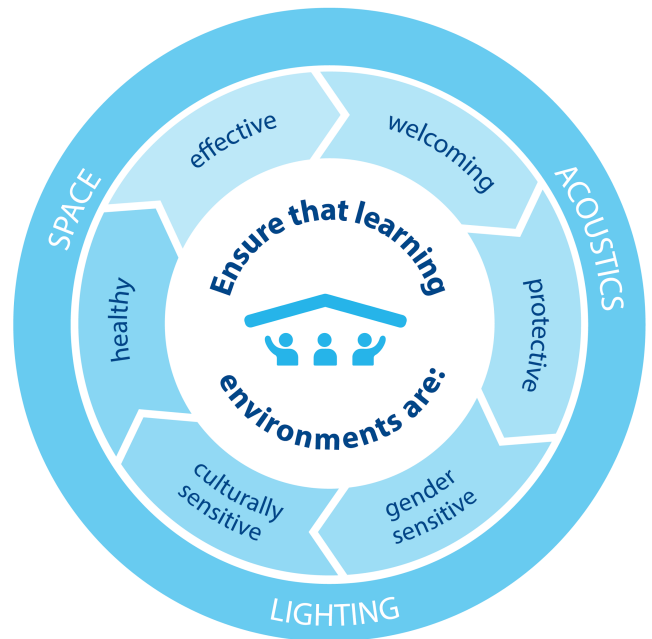
Product- What products will provide evidence of what the student knows, understands and is able to do?

At RGS we commit towards providing Students with equal opportunities to learn as we differentiate instruction involving responding to individual needs, by providing students with multiple means of representation, action and expression, and engagement .

The processes of learning, motivation and social interaction are more important than specific pedagogies for special needs (Kershner 2009, Lewis and Norwich 2005)

We strongly believe in “**Moving beyond labels to remove barriers to learning**” and are moving towards identifying ,supporting students with their strengths and challenges. We as a team work towards creating learning opportunities that enable every student to develop and pursue appropriate personal goals.

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It is important to proactively design to create optimal learning environments for all students. Consider students' needs, preferences and strengths through a proactive, intentional design process. Develop knowledge of UDL to move from differentiated instruction for some students to a proactive design of the curriculum for all students.

ASSESSMENT

The purpose of assessment in special education is for screening, placement, program evaluation and evaluation of pupil progress. Assessment is a comprehensive process of which testing is one component. Assessment in special education enables the staff to embark upon the most desirable approach to instruction and in diagnosing and treating the students' needs. No one test will be used to critically evaluate the students' present level of performance. The types of assessment that will be administered for evaluation purpose are:

- Standardized tests
- Social skills screening test
- Curriculum Based Measurement

Assessment should:

- Be accessible in terms of design, content and medium to give every student the opportunity
- Be ongoing, diverse and relevant to the learner
- Actively inform and involve learners (Meyer, Rose and Gordon, 2014, p. 139)
- Be focused on learner progress (Meyer, Rose and Gordon, 2014, p. 139)
- Allow for differentiated assessment with different entry and exit points
- Be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves (Meyer, Rose and Gordon, 2014, p. 139)

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- Be pertinent and relevant to the construct that is being tested and measure what it intends to measure (Meyer, Rose and Gordon, 2014, p. 139)
- Be explicit so that the purposes and outcomes of the assessment process are understood by all
- Measure both product and process—what type of learning, how and under what conditions (Meyer, Rose and Gordon, 2014, p. 139).

Those children who may not be attaining end of curriculum targets may be placed on the special needs Document and receive extra help to “catch-up” or reinforce the learning covered.

- Identification
- Resources
- Enrollment Arrangements for pupils with Special Educational Needs.

Contents of the Individualized Education Plan (IEP):

An Individualized Education Plan is a plan tailored to suit the needs of each individual student as identified by the IEP evaluation process and helps teachers understand the student's disability and how the disability affects the learning process. The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively.

The IEP would include:

- Student profile defining how child's present levels of educational performance including how child's disability / exceptionality affects the child's improvement and progress in the general curriculum. A statement of measurable goals and objectives.
- Reason for developing an IEP
- Placement decision
- Assessment data
- Strengths and weaknesses of the child
- Accommodations and Action plan for the child.

ACCESS TO THE CURRICULUM

- The school ensures that all children have full access to the curriculum by making clear, through Toddle and individual teacher planning, the essential differentiation that ensures that children with special educational needs are working on the same curriculum.
- Children with learning needs are supported in small groups and on a one-to-one basis within the classroom, or withdrawn to another room according to the type of work undertaken and the suitability of the location for the planned activity.
- Children who have a statement are supported in the classroom or withdrawn to ensure that their IEP is implemented in the most effective and least disturbing manner.
- The learning support and Co-ordinator will meet annually to discuss any related issues. Other meetings may be held as and when necessary. The Co-ordinator is regularly updated and an annual report is made to parents.
- The inclusion policy is available to parents. There is a code of practice known to all staff and parents.



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Communication

Communication to the parents and teachers is an integral part of the system which is maintained throughout the year with relevant facilities of the school.

IEP Meetings – The IEP Meetings are held during the year with the parents of students with learning needs. It discusses the educational plan of the child for the semester and reviews the progress of the previous semester.

Evaluation- Evaluation is conducted once a year to affirm the effectiveness of the Learning Support Program.

- Evaluation will be conducted in the following areas:
- Reviewing files to make sure that necessary documents are filed.
- Ensuring that IEP's adequately meet the needs of the students and the interventions documented are effective in the students learning process. For constructive criticism Learning Support teachers will evaluate to see if the IEP goals are implemented in their teaching

Shadow Teacher: Students with very severe concerns may require personal assistance, over and above what can be offered by the home room teacher and the Learning Support teachers. If deemed necessary by the Resource Team, the same could be arranged by the parent.

MAINSTREAMING

The mainstreaming of the students is based on the following factors thereafter the decision is made with the consent of the parents.

- Academic performance
- Feedback from teachers
- Parents' Consent

Admission Guidelines for Special Education Needs (SEN) Department: (As reflected in admission policy)

Ryan Global School (RGS) welcomes students with **mild to moderate learning difficulties**, ensuring equitable access to education.

- **Admission Consideration:** Students with documented learning difficulties undergo an interview with counselor and senior administrative staff to assess their ability to integrate into the school environment.
- **Diagnostic Evaluation:** If a significant discrepancy is observed in the Mathematics and Language diagnostic tests, an informal psycho-educational assessment and classroom observation by a **Special Educator** is conducted to identify specific learning needs.
- **Referral Process:** Students may also be referred for evaluation by teachers or parents, ensuring timely support and intervention.

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This policy ensures that students receive appropriate accommodations and support, fostering an inclusive and supportive learning environment at RGS.

Ryan Global School (RGS) classifies learning difficulties into two categories to ensure appropriate support and intervention:

Mild Difficulty : Characterized by challenges affecting comprehension, sequencing, and auditory or visual processing at a mild level. Students with mild difficulties typically score close to the normal range compared to their peers.	Moderate Difficulty :Involves learning challenges with lower average standard scores relative to peers. It may also present as a difficulty in one academic area accompanied by attention deficits or behavioral concerns.
Educational assessments	Educational Assessments
Educational Reports	Educational Reports
Remediation in the required skill	Remediation in the required skills
Test accommodations	Para Educator in the classrooms
Exam Accommodations	Curriculum Modification
Class Accommodations	Test/Exam modification
	Assistive Technology in classroom
	Accommodations and Recommendations to be implemented by the class teacher
	Exempt from Second Language with the required documentation for exceptional cases and for a period of time.

LEARNING DISABILITY

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of:
 - Impairment of vision
 - Impairment of hearing;
 - Physical disability;
 - Developmental disability;
 - Primary emotional disturbance;
 - Cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - Receptive language (listening, reading);
 - Language processing (thinking, conceptualizing, integrating);
 - Expressive language (talking, spelling, writing);
 - Mathematical computations;

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c) may be associated with one or more conditions diagnosed as:

- A perceptual handicap;
- A brain injury;
- Minimal brain dysfunction;
- Dyslexia;
- Developmental aphasia.

Types of Learning disabilities explained better with the use of a chart:

Common Types of Learning Disabilities		
Dyslexia	Difficulty reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with math	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand-eye coordination, balance, manual dexterity
Dysphasia/Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

Mild Intellectual Disability : A learning disorder characterized by:

- a. An ability to profit educationally within a regular class with the aid of consider-able curriculum modification and supportive service;
- b. An inability to profit educationally within a regular class because of slow intellectual development;
- c. A potential for academic learning, independent social adjustment, and economic self- support.

Developmental Disability

1. A severe learning disorder characterized by:
2. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

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3. an ability to profit from a special education program that is designed to accom-modate slow intellectual development;
4. a limited potential for academic learning, independent social adjustment, and economic self- support.

Physical - Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Low Vision

A condition of partial or impairment of sight or vision that even with correction affects educational performance adversely.

Multiple : Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Intellectually Gifted

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Gifted Learners-

- "We recognize that gifted and talented learners have unique needs and require appropriately challenging learning experiences to develop their potential fully.
- Our school is committed to identifying gifted students through diverse measures, providing differentiated instruction, enrichment, and social-emotional support, and ensuring equitable access to opportunities that nurture their talents."
- Providing enrichment activities both inside and outside the regular curriculum (e.g., independent projects, mentorships, competitions, and research opportunities).
- Opportunities for acceleration (grade-skipping, early access to specific subjects)
- Make Use of Bloom's Taxonomy and Design learning activities that push gifted learners into higher-order thinking: analysis, synthesis, evaluation, and creation.

COMPLIANCE WITH IB

The following practices require schools to demonstrate their support for learning diversity.

<u>Programme standards and practices</u>	<u>Practice at RGS</u>
The pedagogical leadership team articulates a shared commitment to the	We support our students in understanding, imbibing, experiencing, exploring and living the IB philosophy of being a

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IB's mission and philosophy. (0101-02-0100)	lifelong learner and by developing IB learner profile attributes which is evident in our mission and philosophy.
The school identifies and provides appropriate learning support. (0202-02) Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)	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 sessions one on one or have classroom interventions in consent with the parents depending on their goals They are further supported by learning support teachers , Subject specialist teachers in the class setting also
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) Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)	The IB PYP pedagogical leadership/co- coordinator continues to stay updated and well informed of current requirements of IB programme and take up the PD development sessions Teacher have access to current IB PORTAL and get trained towards running the IB PROGRAM at regular intervals to stay updated Teachers use current formats of DOCUMENTATION based on IB program
The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)	The IB PYP co- coordinator will always be upgraded with current requirements of IB programme and take up the PD development session All Stakeholders attend professional development trainings - regional, in school and PD sessions to stay updated and well informed, about current IB program guidelines Online accessibility of IB PORTAL, supported with ongoing PD SESSIONS
The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national,	Students utilizing the provided space for teaching and learning practices, events, activities, etc.to enhance and support the students in learning

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international and global contexts. (0202-01-0400)	Periodic reviews for procurement with pedagogical leaders helps in upgrading the resource support in any form virtual , physical , books , ICT resources , manipulatives etc
The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)	Execution of the Reading program through virtual and physical library supports students to develop on their reading skills DEAR(Drop Everything and Read) sessions are allotted in class to encourage and motivate students to read.
The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)	To promote inquiry and allow students for uninterrupted inquiry time there are block lecture (40 x 2 = 80 min) schedules planned giving students the opportunity to collaborate , engage , create , innovate , contribute effectively.
The school provides safe and effective learning spaces and learning environments. 0202-01-0300)	We at RGS are very mindful of acknowledging every child consciously to avoid any child developing a feeling of being tagged under some particular learning group . We are proud of our school culture in supporting every child in his learning journey with love , care , support , respect and acceptance .
The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)	Supporting, guiding, counselling students during their learning journey, to meet their needs and learning styles. Effective use of infrastructure space to incorporate varied learning spaces and environment to make the process of learning experiential in nature. Teachers conduct and support student's needs – physical, social and emotional – identity and interaction scope and sequence requirements to be met
Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) Learning (04)	Collaborative meetings of various nature helps and provide support to the teachers , students with support , strategies and resources from the school community . At RGS Teachers describe agreed expectations of student learning and are able to explain their use in collaborative planning.
Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)	Students learning experiences and learning evidences becomes base of the collaborative meetings
Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)	Unit planners address strategies and learning engagements designed respecting and giving various opportunities to support needs and styles of students' learning requirements.

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Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05) Teachers use IB-mandated policies to support students. (0403-05-0300)	Implementing various grouping strategies to have meaningful learning. Counselor , learning support teachers come along in collaborative meetings to identify learning needs and styles through opportunities like remedial sessions , Counseling sessions and IEP for students to enhance learning opportunities for students. Which is further explored with the consent of the parents Grouping and regrouping students for various learning opportunities.
Teachers use IB-mandated policies to support students. (0403-05-0300)	We have all the required policies and procedures fulfilling the requirements of IB.
Teachers support language development with consideration for the language profiles of students. (0403-05-0400) Students take opportunities to develop their language profiles. (0402-07-0300)	At RGS we have been promoting the opportunity to explore various diverse languages other than mother tongue languages through activities , competitions, parental involvement , assemblies , UOIs , celebrations, design thinking , library resource etc
The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200) 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 RGS, teaching and learning differentiation in the learning engagements-graphic organizers. Grouping and regrouping of students for various activities, events and learning engagements Recorded in the unit planners Assessments strategies or styles executed within the classroom Grouping and regrouping of students by the specialist for various activities and events
The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05) The school identifies and allocates spaces and resources to support the	At RGS we are upgrading our resources on a regular basis to support the learning needs of students. Periodic review with teachers , pedagogical leaders , Parents reviews , Students responses to engagements all are assessed in the meeting and further the process of procurement is initiated

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social, emotional, and physical well-being of its students and teachers. (0202-03-0100) The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)	Resources ranging from ICT, community interactions, library resources, manipulatives, spaces and facilities etc are addressed.
The school provides effective learning spaces and learning environments. (0202-01-0300) 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 RGS RESPECT is the key supporting positive and productive interaction between the students, peers, staff members both inside and outside the classroom. Teacher plans tasks to develop self management and social skills of students.
Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)	Students and teachers use the school facilities – within the school like libraries and ICT labs for individual and collaborative work. Evidence in unit planner, weekly planner, weekly newsletter related to various individual and group learning engagements. Incorporation of design thinking ,learning stations in the class, Planning of events and competitions for collaboration .
The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02) Students and teachers use feedback to improve learning, teaching and assessment. (0404-01) The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200) Students take opportunities to consolidate their learning through	Teachers are equipped with understanding on the integrated assessments supporting students' learning journey . Assessments OF , AS , FOR are conducted and are communicated to the school community on a regular basis. Throughout the process of students learning, teachers , parents , and students are actively engaging in the process of recording , reporting , monitoring , assessing . Students are involved in self and peer reflection using assessment tools. We have been working strongly in enabling school culture to be assessment capable by providing every stakeholder opportunity to be actively involved in designing assessment tools and tasks helping them to take ownership of their own learning.

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assessment. (0404-04) The school administrates assessment consistently, fairly, inclusively and transparently. 0404-03)	
Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)	Teachers , Parents and Students are aware of the policy and procedures for identifying learners with special needs, using procedures to form a framework for identification and assessment. This is part of day to day practice. Teachers address difficulties promptly and positively. All policies are shared on the website / TODDLE.
The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03) The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)	We allow for differentiation in curriculum planning /schemes of work based on knowledge of individual children through teacher assessment and understanding of different backgrounds and various teaching styles. Teachers use a range of strategies to meet student's special educational needs. Learning engagements are designed with differentiation and being mindful of students' learning needs and styles defining learning objectives and also use assessment to inform the next stage of learning. Being explicit in engagements help the transparency in communication of purposes and outcomes of the assessment process are understood by all
Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)	Regular feedback and feed forward has helped students to grow in their own learning journey.
The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)	RGS Coordinates provision for children with SEN, working alongside class teachers to monitor tracking and assessment data to identify children who may need additional support.

Policy Review and connections

The current policy was written in October 2010. The pre-work for this policy started in April 2010.

Inclusion policy steering committee was formed which included the academic leadership team (Head of School, PYP Coordinator, designated teachers, International curriculum Manager , Admission manager and Counsellor

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The following key steps have been undertaken in the development of this policy:

1. Brainstorming with the school community about their beliefs regarding inclusion (Counselling)
2. Study of literature related to inclusion in and language learning by IB, IGCSE, national education department and supportive general rules and regulations.
3. Designing and implementing procedures and process for inclusion (from identification till goals being met)
4. Preparation of the first draft of the policy.
5. Presentation of draft to the Academic leadership team.
6. Incorporating changes and finalizing the inclusion Policy.
7. Publishing the inclusion policy to all stakeholders.

Inclusion Policy Revision

Policy is renewed in March 2025

The Inclusion Policy is reviewed every four years by the Learning Support Department and finalised by the SLT after circulating the reviewed document with the staff body. However, it can be reviewed in the wake of an unforeseen development, if the need arises.

The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy. Any new procedures, measures or technical requirements are introduced/ included.

INCLUSION POLICY TO BE READ IN CONJUNCTION WITH	
RGS Collaborative meeting Policy	The Inclusion Policy ensures that collaborative meetings provide equitable opportunities for all voices — including those of students with diverse learning needs — to be represented and supported in decision-making.
RGS Enrollment Policy	The Inclusion Policy aligns with the Enrollment Policy by guaranteeing fair, non-discriminatory access to admissions for all students, regardless of ability, background, or language.
RGS Language Policy	The Inclusion Policy reinforces the Language Policy by supporting linguistic diversity and providing accommodations for students requiring additional language learning support.
RGS Assessment Policy	The Inclusion Policy complements the Assessment Policy by ensuring that assessment practices are flexible, fair, and adapted to meet the diverse needs and abilities of all learners

WE ARE COMMUNICATORS

At Ryan Global School, we believe clear, transparent, and consistent communication is essential. It is important for all stakeholders — especially parents — to be well-informed about the **Inclusion Policy** and procedures.

We ensure this through:

- **Newsletters** and regular **updates on Toddle**

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- **Orientation sessions and parent meetings** to familiarize families with the school's philosophy, policies, and practices

The Inclusion Policy is readily accessible on Toddle, fostering a culture of openness and partnership within our school community.

APPENDIX A: ACCESS ARRANGEMENTS

What are access arrangements?

Candidates with particular physical or learning needs can find themselves disadvantaged when it comes to taking an exam. Access arrangements help support learners with particular needs so that they can access their exams as easily as anyone else can. They make sure that all candidates have equal access to exams and that no-one has an unfair advantage over anyone else.

This leaflet will help you select the right type of access arrangements to support any of your candidates who have particular needs. It will also tell you how to apply to use the access arrangements you think are most appropriate.



How to apply for access arrangements

There are three different groups of access arrangements, each with their own application form and deadline.

1. Access arrangements: you must get our permission to use these arrangements.
2. Centre-delegated access arrangements: you need to notify us if you use these arrangements.
3. Modified papers: you need to apply for these in advance of the exam

You can download the relevant access arrangements application forms from tGet a report from your special needs coordinator/relevant teacher which details the physical disabilities or learning difficulties the candidate has.

1. Work with your special needs coordinator/relevant teacher to decide which access arrangements need to be put in place to support the candidate.
2. See the access arrangements section of the Cambridge Handbook to find out which group each access arrangement belongs to.
3. Read the guidance notes and complete and return the relevant form

APPENDIX B: How to apply for access arrangements

[https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/-handbook guide](https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/-handbook-guide)

What access arrangements are available?

Candidate need and Possible access arrangements include the 'Preparation' section

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of the Cambridge Exams Officers' Guide at www.cie.org.uk/examsOfficers. The forms are interactive so you can complete them on screen and email them back to us at info@cie.org.uk

Follow the steps below to work out which group of access arrangements you need to use.

Hearing problems

- Headphones for listening examinations.
- A version of the question paper where the language has been modified: for candidates with severe hearing loss.
- An exemption for either the listening or the speaking paper in a language exam.
- Extra time for listening and speaking exams.
- Extra time for written papers: if the candidate has literacy difficulties which mean they are slower to show understanding of written questions.
- A transcript with live speakers: for candidates who are used to lip reading.
- Sign language: to help candidates read the question paper but not to provide any other support. Sign language must not be used in language examinations.

Visual impairment

- Modified or enlarged papers in Braille, A3 size, or A4 modified papers reprinted in 18 point bold print with simplified visual information.
- Between 25% and 100% extra time to enable candidates to finish the papers, particularly for those candidates using Braille.
- A reader: for candidates who do not read Braille and cannot read independently.
- A scribe: for candidates who are unable to write independently. If a candidate needs a scribe for a language exam, you should provide them with a recording device so they can dictate their answers. At the end of the exam the candidate plays back the recording, spells each word letter by letter and provides the punctuation for the scribe to transfer to the answer script. The candidate will need 100% extra time to do this.

Other physical disabilities

- Supervised rest breaks: for those candidates who find it a strain to read and/or write a paper as a result of their visual impairment. You may decide to arrange rest breaks instead of extra time. The invigilator can stop the timing of the examination and re-start it when the candidate is ready to continue.
- A word processor or a Braille and print machine: for candidates who normally use this equipment.
- A practical assistant: for blind candidates, to lift equipment or pour liquids during practical examinations. In this case candidates will only be given the credit for planning, analysis and evaluation.
- A scribe or personal assistant: for those candidates who cannot use one or both of their hands.
- An extra time allowance of 25% to 100%.
- Supervised rest breaks: for candidates who tire easily or have an illness which could cause them to fit. You may decide to provide separate invigilation for this candidate so that other candidates are not disturbed.
- A word processor: for candidates who can type but cannot write.
- A transcript: for candidates who can write but whose writing is difficult to read.

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- Counselling and SEN Record Sheet - [+ Record sheet - Counselling](#)
- [Parent's review on Inclusion policy](#) - [+ Parent's Review on Inclusion Policy \(Responses\)](#)
- [Teacher's review on Inclusion policy](#) - [+ Teacher's review on Inclusion Policy \(Responses\)](#)
- [Student's Review on Inclusion policy](#) - [+ Student's review of Inclusion Policy \(Responses\)](#)