



BLISS INTERNATIONAL SCHOOL  
*A family of Learning*



# **BLISS International School, Pune**

## **Inclusion Policy**

**Version 1\_ 2019-20**

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## **BLISS Vision**

To be the school for learners, parents and educators who seek excellence in the field of education through intercultural understanding within an active, creative and respectful learning community.

## **BLISS Mission**

- We are committed to supporting a compassionate, diverse and inclusive cultural community of lifelong learners.
- We aim to encourage them & ourselves to be respectful, tolerant, caring & peaceful global citizens leading to a better world to live in.
- To empower the learners to be knowledgeable through concept-driven & inquiry-based learning with a rigorous assessment which enables them to become independent learners.

## **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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# BLISS - Philosophy Of Education

## Learning Process at BLISS

In today's interconnected global world, one of the greatest gifts we can give to our students is to prepare them to thrive in the new world. Thus we follow the motto – **“Raise a global child”** – with the conviction that every individual on earth is a unique star with specific potential and learning ability that can and should be nurtured. Our purpose of education is to prepare the children to step into tomorrow with confidence and competence and think globally.

The driving philosophy at BLISS is that with proper care and development, every child can grow up to be a respectable and responsible global citizen with a positive attitude towards personal growth as well as well-being of all life on the planet.

At BLISS, teaching and learning practices are oriented towards stimulating intellectual curiosity, encouraging them to examine both their own and alternative perspectives. The various curricular and co-curricular activities are designed such that every student gets an opportunity to learn, develop and voice their point of view while accepting others' opinions. We also believe children need to learn about themselves and the value of “knowing thyself” is fundamental to healthy self-respect and self esteem as well as respect for other individuals.

As a community, it is essential that the children understand the value of

- Healthy relationships and social behavior
- Resilience- fundamental to overcoming difficulties, facing challenges
- Meaningfulness and flexible pacing
- Respect for other cultures and individuals

Our school's viewpoint on student behavior is to reward positive behavior. A word of praise to a student who is displaying positive behavior and is doing what is expected of him / her, rather than reprimand someone for inappropriate behavior. We think this will encourage all students to behave in a positive manner. We strive to make the school a positive holistic learning environment of varied cultures and countries. Our Facilitators are guided to keep abreast with these philosophies and focus on developing students as lifelong learners.

# Embedding the attributes of Learner Profile

We at BLISS celebrates the promotion of these attributes across the school community by instilling these attributes in our school culture we aim to do the following:

## **Inquirers**

- Learn with enthusiasm
- Be independent
- Be a Lifelong learner

## **Knowledgeable**

- Develop and use conceptual understanding
- Explore and engage issues of local and global significance

## **Thinkers**

- Analysing and taking responsible action
- Exercise critical and creative thinking to analyse the problem

## **Communicators**

- Express yourself confidently
- Collaborate effectively
- Listen carefully to the perspectives

## **Principled**

- Empathize & respect others
- Make a positive difference to the environment

## **Open-Minded**

- Willingness to grow from the experience.
- Seek and evaluate a range of points of view.
- Appreciate the values and traditions of others.

## **Caring**

- Empathize & respect others
- Make a positive difference to the environment

## **Risk-Takers**

- Approach uncertainty with prudence and perseverance
- Explore new ideas and strategies
- Be adaptable

## **Balanced**

- Balancing intellectual, physical and emotional well being
- Recognise your interdependence with others

## **Reflective**

- Identify your strength and weakness
- Consider your own ideas and experience thoughtfully

# Overview and Objective of Inclusion Policy at BLISS

## 4.A Overview of Inclusion process

Inclusion is a way of thinking and behaving which helps each person to feel welcomed, respected, and secure. At BLISS International School, Pune we understand that every child is unique and special, we encourage children with different learning needs to be part of our school. We provide a perfect environment for enhanced learning and expect that parents are able to play their part in supporting their ward's education. The school is in line with IB philosophy which is "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" - *from Learning diversity and inclusion in IB Programmes, 2016, p.1*

At BLISS , Inclusion means children from all backgrounds and abilities participate meaningfully in all the programmes. Students with special educational needs will be supported to the fullest extent possible so that all can experience consistent success. When children interact together as a team/group their development is enhanced and it fosters positive social attitude. We provide multiple opportunities for all children to learn through play, which is facilitated by knowledgeable and experienced staff.

From IB continuum: Learning diversity and inclusion in IB programmes (IBO, 2016, p. 1) IB programme standards and practices (2014) the following practices require schools to demonstrate their support for learning diversity.

- A9 The school supports access for students to the IB programme(s) and philosophy.
- B1:5 The school develops and implements policies and procedures that support the programme(s).
- B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

#### **4.B Objective of the Inclusion Policy**

- To identify students with learning differences and ensure that their needs are met.
- To enable students with learning differences to participate in relevant school activities.
- To ensure that all students make the best possible progress in their own abilities and competence
- To inform parents of their ward's areas of challenges
- To provide resources to reduce barriers to learning
- To ensure full and active participation of the learning community in the development of Individualized Education Plans.
- To promote effective partnerships and involve outside agencies when required.

# **Admissions, Identification and Assessment of students requiring learning support**

## **5.A Enrollment in School**

BLISS enrolls students from all educational backgrounds, however the number of special education needs students per grade is restricted. The school's Inclusion team evaluates the needs of students individually hence it is highly essential for parents to disclose complete information about the child at the inquiry stage and share all necessary reports so that the student needs are met. The final decision of the student admissions is taken based on the observation of SEEN Coordinator in collaboration with Dean of Academics

Below are the steps followed for admission of Special needs student:

Initial discussion takes place with the Parents, SEEN Coordinator and Admissions Department. It becomes necessary and important to screen the child's level of comprehension through an Informal Assessment designed by the inclusion team and a formal interaction along with the Dean of Academics. Subsequently if the inclusion team and the Dean of Academics is able to provide required support to the student, the admissions process is taken to the next level.

The placement of the student will depend on the previous academic records, diagnostic reports, scores on Informal Assessment and interaction results with the Dean of Academics, SEEN Coordinator and the respective Programme Coordinator. The following are the types of student placement that are possible for children's best interest.

## 5.B Student Placement

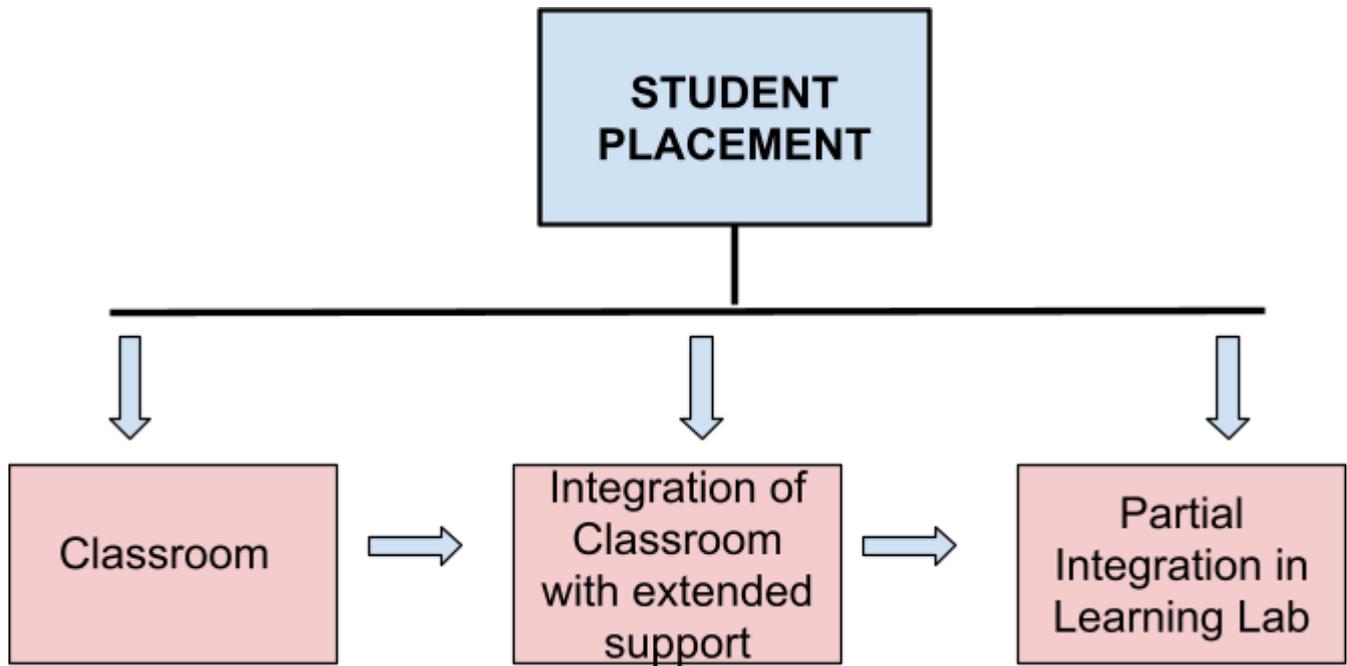


Figure.1

## 5.C ADMISSION PROCESS FOR LEARNING LAB

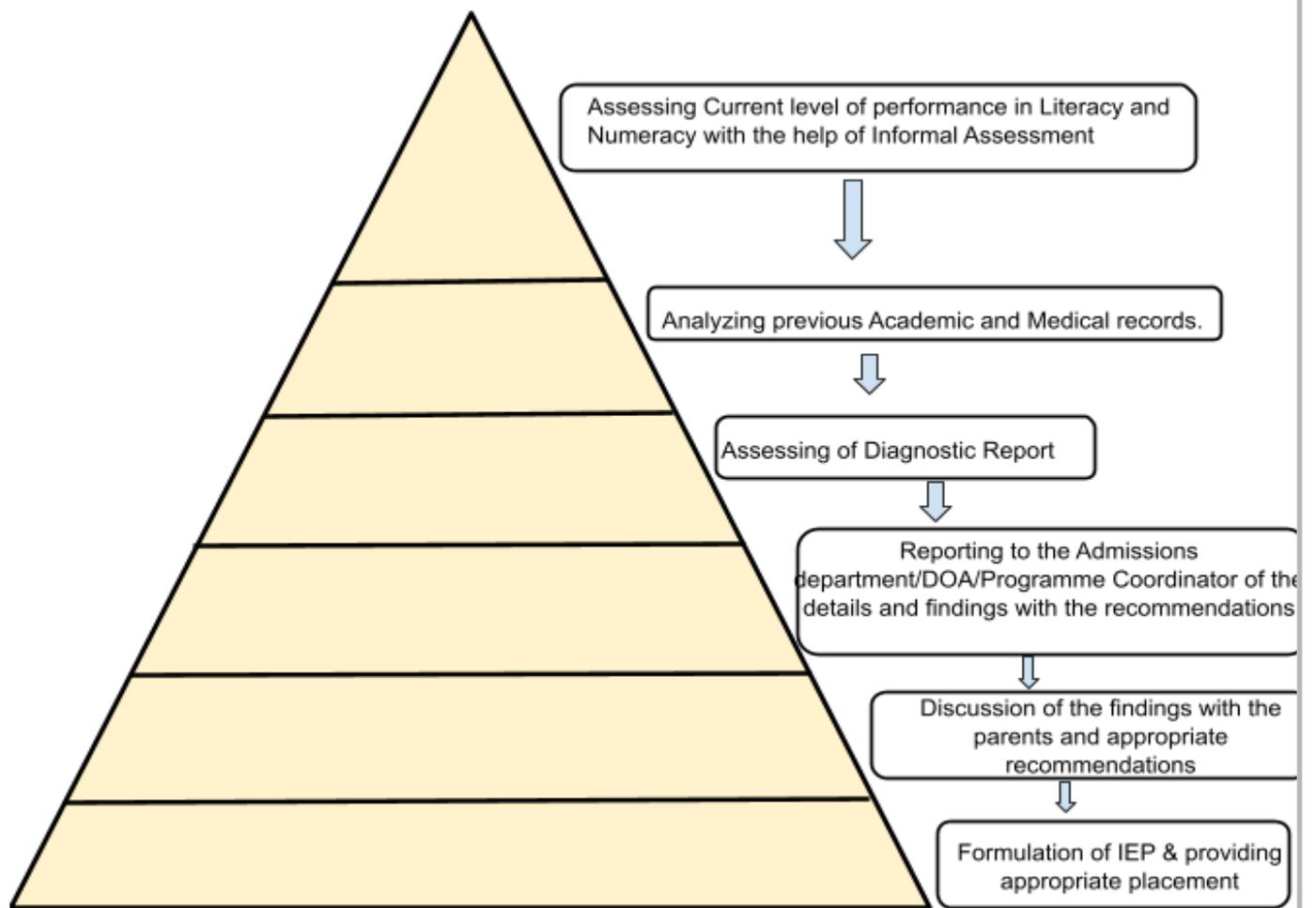


Figure.2

# Inclusion Approaches at BLISS

## 6.A Learning Differences at BLISS

Below are the students that require inclusive arrangements due to their learning differences which include

- Autism Spectrum Disorder
- Specific Learning Difficulty
- Speech and/or communication difficulty
- Sensory Difficulty
- Social, emotional and behavioural difficulties

Currently we are catering to the above mentioned Learning Differences, however in future we may consider students of Visual Impairment, Hearing Impairment, Physical Impairment etc depending on the discretion of Dean of Academics, SEEN Coordinator and Program Coordinator

## 6.B Approaches to Support Learning Needs

Once the child has been identified requiring Learning support by the SEEN Coordinator along with the Programme Coordinator the learning needs will be assessed accordingly and the parents will be informed. Various strategies and approaches will be designed and executed/implemented to cater to the needs of the child.

- A file is maintained by the Inclusion Department that contains the child's general details, medical records, psycho-educational evaluation, referral form and IEP. The documents are confidential and are available to refer only after the approval of the SEEN Coordinator.
- The Home room facilitators are kept up to speed with the nature and degree of learning difficulties and are educated by the SEEN Coordinator. They are expected to attend a workshop conducted by the Inclusion team with the aim to create awareness and sensitization for children with Learning Support needs. The workshop includes various games, teaching and learning strategies, accommodating and integrating effectively and use of technology during sessions.
- Students determined as ADD or ADHD, a provision is arranged for them to work in a distraction free space. They are granted to receive One-on-One attention during hands-on activities and tasks.
- The progress of the child with learning needs is monitored by the SEEN Coordinator on a regular basis by often visiting the classrooms and taking feedback about the child from the Home room facilitator and the Subject facilitators.

### **6.C School Community respond to student's need by:**

- Assisting students who require help with communication and literacy
- A safe and healthy inclusive environment which is child friendly.
- Devising a plan for students to participate fully in teaching learning sessions
- Assisting in Physical Education Activities and other school related activities and events.
- Providing assistance in guiding their behaviour with which the participation in learning is effective.
- Provide utmost assistance to help students regulate emotions and stress.
- Encourage and enhance their academic learning by providing opportunities to enjoy reading and explore different styles for writing.

## 6.D BEHAVIOURAL REFERRAL PROCESS

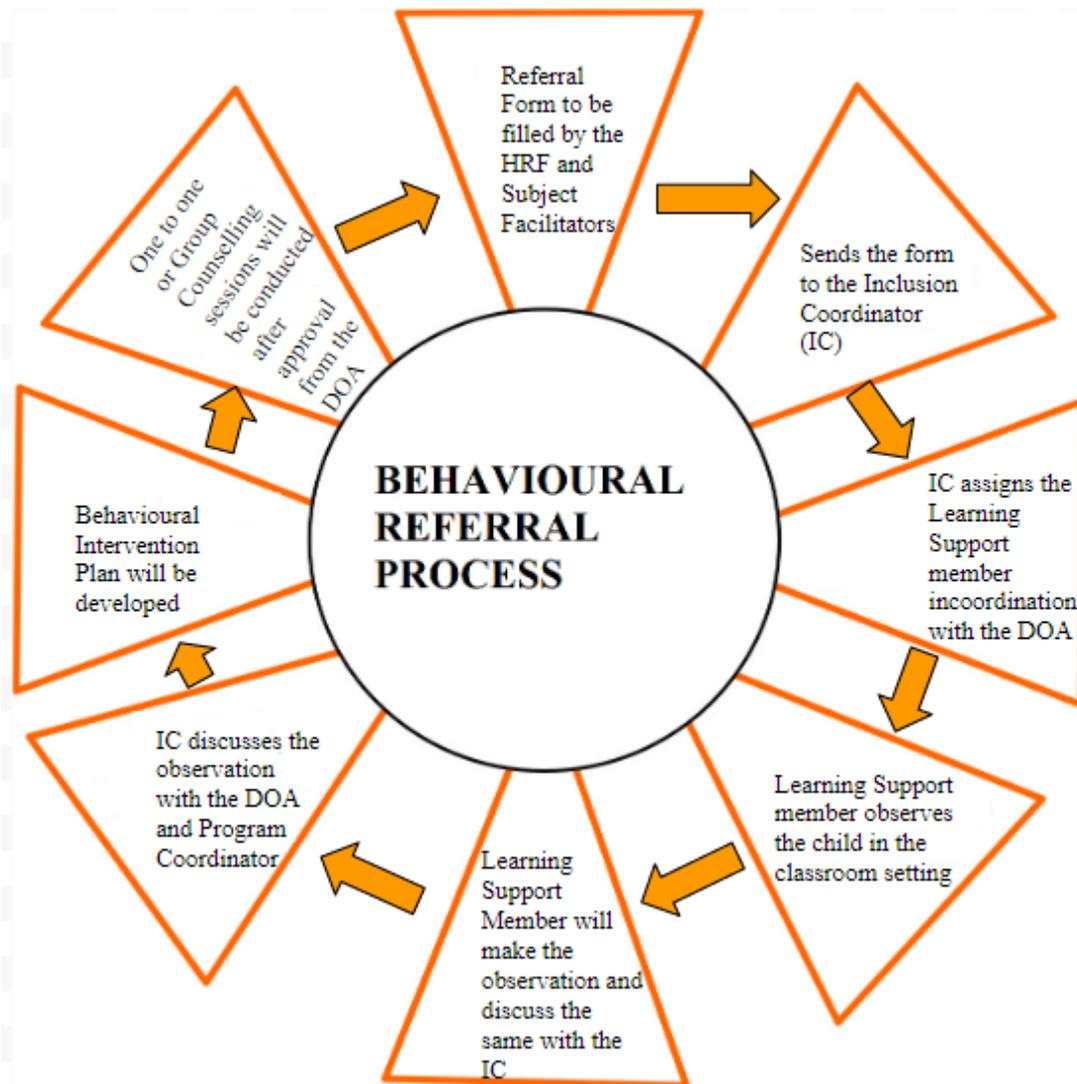


Figure.3

At BLISS we support not only children with different learning needs but also socio emotional and behaviour needs. Emotional wellness in a student is our priority as it eradicates negative feelings and inculcates learning and growth from experiences, encourages autonomy and in proper decision making skills which prove to be beneficial for the child to grow as a global citizen.

The image presented in the below is the referral process the Home room facilitators/Subject Facilitators will follow to refer students with social emotional needs.

# Inclusion at BLISS

## 7.A Inclusion in Primary Years Programme

The school is creating an inclusive atmosphere and the facilitators and students are receptive to each other's needs and abilities. Each educator and parents of learners with special needs shall be encouraged and motivated to work for their betterment.

### Steps followed at BLISS to make Inclusion successful:

- Flexibility in Admission - The admission process can be modified as per the diverse needs of the student. The parents of the students undergo an interview at the initial stage by the Admissions Team and SEEN Coordinator. An Informal Assessment is administered, followed by a formal discussion with the Dean of Academics.
- Students with mild ADD / ADHD / Specific learning difficulty and other minor challenges are placed in mainstream classrooms with grade level intervention with support, accommodation and modification as per the child's need.
- Students with moderate to severe needs will be integrated for grade level activities and events as applicable and will be pulled out to carry out one to one sessions for academic curriculum at their level.
- A special educator intervention and support will be provided for students during pull in or pull out sessions as per the child's need. The school offer flexible hours as per the diverse need of the students
- Engagement of all academic staff through in house training programs and provide hands-on strategies for teaching children with learning difficulties.
- Differentiating and modifying the teaching method and learning environment. The assessment process is modified to suit and cater to the child's individual needs.
- Second and Third Language exemption may be provided depending on the child's ability to cope. This exception will solely be based on the discretion of the SEEN Coordinator/ Program Coordinator and Dean of Academics.
- Formulating an IEP for children accessing the Learning Lab : The crux of the IEP is drafted on the basis of Home Room facilitator/ Subject Facilitator and Inclusion team members observation, informal assessment and diagnostic assessment. The IEP entails the students strengths, concerns

and abilities. It is also planned and developed by the learning support team keeping in mind the child's pace and needs. The SEEN Coordinator, Homeroom facilitator/Subject facilitator meet and plan for goals to be included in the IEP . The IEPs of each child are submitted once a year to the Dean of Academics and the respective programme coordinator.

- Parent Participation : Parents are kept informed about the IEP Plan & adaptations made in the curriculum. They are also advised in reinforcing the same at home for utmost retention. In the scenario that the child requires therapy sessions, parents are advised to do so at their end. The parents input is welcome before the IEP plan is implemented by the Learning Support team.

### **Assessment for Special Education Needs students in Primary Years Program**

The process of Assessment in PYP is diverse as it encourages students to convey their understanding in various ways. Students get an opportunity to explore and create their own goals for progress and development. The assessment criteria and tools are very unique to the child's need and level of functioning. It is formulated and developed keeping in mind the child's current level of functioning and the goals of the IEP. The assessments are created and developed by the Learning Support team in coordination with the Home Room Facilitator and SEEN Coordinator. The assessments are varied and specific to the learner. The expectations of the assessment are clearly communicated to the Programme Coordinator and the Home Room Facilitator .

### **7. B Inclusion in Middle Years Programme**

At BLISS we are committed to ensuring that all students have the expertise, skills and knowledge they need to excel and that they have the learning opportunities and support they need. As part of this principle, all students are given the opportunity to engage in the MYP to the best of their abilities. It is important to adapt our curriculum and teaching to meet the individual needs of our students. The Individualized Education Plan (IEP) is created in line with the curriculum overview for each student who is eligible for inclusive learning needs. The IEP entails the students strengths, concerns and abilities. It is also planned and developed by the learning support team keeping in mind the child's pace and needs. The SEEN Coordinator, Homeroom facilitator/Subject facilitator meet and plan for goals to be included in the IEP .Parents are kept informed about the IEP Plan & adaptations made in the curriculum. They are also advised in reinforcing the same at home for utmost retention. Some common practices to meet the needs of the child include:

- Provide the student with additional time to complete the assessment or use the technology to assist them in the task.
- Differentiated teaching to address the needs of all students in the classroom.

## Adaptation in Curriculum

The MYP is meant to be an inclusive curriculum that can meet the needs of all students, as per the *MYP -From principles into practice -September 2017*

Students with learning support requirements, as defined by the IB, may:

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

instruction and inclusive assessment arrangements to access assessment.

Once the student has been identified with learning support needs, the MYP curriculum can be modified to suit the child's needs and pace, although depending on the discretion of the Dean of Academics, SEEN Coordinator, MYP Coordinator, Home room facilitator and subject facilitators. This differentiation can be clearly reflected in the Unit Planner itself.

According to *MYP:From principles into practice - May 2014* , “As schools implement the MYP inclusively, teachers design learning experiences that allow students across a range of needs to meet their learning objectives (see Meeting student learning diversity in the classroom (2013)). Differentiated teaching practices can build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals. This may involve utilizing collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students.”

## Assessment for Special education need in Middle Years Program

As per the *MYP:From principles into practice - May 2014* “Students with more challenging learning support requirements may require modifications to subject-group objectives/assessment criteria or assessment criteria descriptors. If students participate in the programme with modifications to the required MYP curriculum framework, the IB is not able to validate grades or award the MYP certificate. Students who complete the personal project or school-based community service requirements in MYP year 5 are eligible to receive IB-validated MYP results.”

In the Middle Years Programme , if the arrangements are required for special education needs students they will be provided with reasonable adjustment wherever necessary.

The MYP Coordinator & SEEN Coordinator must refer to the IB guide to understand a range of reasonable arrangements which can be provided to the student. It is the responsibility of the SEEN Coordinator and the MYP Coordinator to communicate to the facilitators the reasonable adjustments which are possible to the students.

As per the *Access and Inclusion Policy* guide “Students with learning support requirements may require **reasonable adjustments** to access the MYP curriculum framework, including internal and external assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same”

### 7. C Inclusion in Diploma Programme

The SEEN Coordinator and the Diploma Coordinator are expected to request an application for each applicant with correct paperwork, such as a medical evaluation and educational evidence. The access arrangement can be given to any student who requires support. The Diploma Program Coordinator and SEEN Coordinator must follow the access requirement and inclusion policy to identify if the arrangement requires authorization from IB or not.

According to *Diploma Programme Assessment procedures 2020* , candidates of Diploma Programme are given a fair opportunity to attempt an exam. In case required, a reasonable form of access arrangement may be given to the following people. Candidates may need access arrangements due to learning support

requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions
- additional language learning.

## **Inclusive arrangement for Middle Years Programme /Diploma Programme students for Internal IB Examinations**

At the discretion of the Programme Coordinators, SEEN Coordinator and Dean of Academics following arrangements and accommodations can be provided without IB authorization.

- Seperate room for assessment
- Preferential and appropriate seating as the per child's need and requirement
- Presence of the nurse during the assessment if the child has any medical challenges
- Any assistive aid that is used by the child can be allowed during the assessment.
- Use of a communicator to convey the instructions
- Providing Rest breaks

## **Inclusive access arrangement for Middle Years Programme /Diploma Programme students for External IB Examinations**

At BLISS we encourage students with learning support needs to appear for on screen examination for MYP or Diploma Programme examinations, Since we understand their diverse needs, they will be provided with inclusive access arrangements. The arrangements that require authorization from the IB for the students with learning support needs will solely be at the discretion of MYP Coordinator /DP Coordinator , SEEN Coordinator and Dean of Academics.

The SEEN Coordinator & Programme Coordinator must refer to the Access & Inclusion policy for a list of inclusive access arrangements that must have prior authorization from the IB.

### **9. A Applications for inclusive access assessment arrangement**

All proposals for inclusive assessment agreements must be submitted as guided by IB. All proposals for inclusive assessment arrangements for the MYP and Diploma examinations must be submitted six months prior to the intended examination.

### **9. B Submitting of the Inclusive Access Arrangement to IB**

As per the *Middle Years Programme Assessment procedures 2020* and *Diploma Programme Assessment procedures 2020*.

The following supporting documentation must be submitted (uploaded) on IBIS with the Request for inclusive access arrangements.

- Medical/psychological/psycho-educational documentation or a language test report (for additional language learners). These documents must be translated into English, French or Spanish where necessary.
- At least one piece of educational evidence

The purpose of the educational evidence is to show that the access arrangements requested have been the candidate's usual way of taking part in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school, such as records or correspondence from a class teacher, a learning support/SEEN Coordinator or school counsellor

- an individualized educational plan (IEP)
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which only needs to be in one subject, must be work that has been written in English, French or Spanish
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the access arrangement was used.

### **9. C Inclusive Access Arrangement for IB Assessment**

The following is a list of accommodation arrangements that can be granted after seeking IB's authorisation:

- Modification in the presentation of the examination
- Additional Time
- Accommodation for Writing
- Accommodation for Reading
- Accommodation for Speech and Communication
- Assistance with practical work
- Use of calculators
- Extensions to deadlines
- Deferral of external assessment

# Roles and Responsibilities of School Community

## Role and responsibilities of the Dean of Academics

- Transforming the vision of academic success of all students, including inclusive education.
- The Dean of Academics in association with the SEEN Coordinator deliberate when admitting students who may need learning support
- Efficiently adapt, advise, implement the policies and procedures for future prospects and growth.
- Examine the subject and levels choice's the students make and identify if some subjects (e.g. Design and Technology) may create difficulties for students with special learning needs.
- Seek advice and examine the subject matter experts (facilitators) regarding teaching, learning and assessment at the very start of a IB program. Fundamental accommodation to be provided to the student with special learning needs with the given school resources
- Assure that the facilitators are aware of their responsibilities and are given appropriate training/support
- Collaborate with programme coordinators to ensure that Inclusive Assessment Access Requirements are given along with the supporting documentation required as per IB guidelines.
- Providing excellent leadership support to the Inclusion Department to be resourceful and be abreast with the current policies and procedures.

## Role and responsibilities of the SEEN Coordinator

The role and responsibility of the SEEN Coordinator at BLISS is to facilitate in promoting and directing high standards of teaching and learning for the needs of learning support. SEEN Coordinator is involved in the overall implementation of this programme including conducting training sessions for facilitators and working in collaboration to effect change in children's learning and growth. Confidentiality being one of the key elements of our programme, all the details are maintained and filed under the SEEN Coordinator, only the Learning support team has access to the medical records and other details of the students.

The SEEN Coordinator is also responsible for:

- Following the protocol and mandate mentioned in the school Inclusion Policy and manage the day to day operation following those guidelines.
- The day to day operation of the school's Inclusion policy
- Devising and Conducting informal assessment during the time of admissions.
- Developing and planning the Individualised Education Plan (IEP) in collaboration with the Homeroom Facilitator.
- Assessing, designing, observing and evaluating child's provision and progress
- Supervising different teaching approaches and support material considering the difficulty of the student with Learning Support needs.
- Reviewing goals of the IEP at regular intervals.
- Coordinating with the facilitators and making Inclusion resources available to enhance the learning process in the classroom
- Working in collaboration with the facilitator and the programme coordinator to decide if the child requires pull in or pull out sessions.
- Liaison with the IBO in requesting and submitting essential documents for the inclusive access arrangement.
- Reporting to the Dean of Academics and respective Programme Coordinators with regard to students availing facilities of Inclusion Department

### **Role and responsibilities of the Programme Coordinator**

- The Programme Coordinator will apply to the IB for students' accommodations in assessment type BLISS Inclusion Policy and circumstances.
- Working collaboratively with faculty to support students with special education needs.
- Providing examination accommodations as needed and approved by the IB.
- Maintaining discretion and confidence in providing special education needs services.
- The Programme Coordinator will liaise with the IBO and produce the Inclusive Access Arrangement requirements application along with the supporting documentation on IBIS with prior approval from the candidate and the parents respectively.
- Make provisions to approve and appoint a scribe, reader, prompter, practical assistant, communicator etc
- Arrange and authorize special equipment (e.g. a computer) for use.

## **Role and responsibilities of the Facilitators**

The work of a Facilitator is often challenging and varied that involves:

- All facilitators are expected to follow the guidelines mentioned in the Inclusion Policy during their teaching and learning sessions.
- To provide aid in formulating the Individual Education Plan (IEP) along with SEEN Coordinator
- Preparing lessons and resources to meet the individual needs of pupils
- The Home room facilitator and Subject specialist should seek help from the Inclusion Team to become acquainted with the learning challenges of the pupils. They do have a responsibility to consider the interventions and programs needed to fulfill their needs.
- Using special equipments and facilities, such as audio-visuals to invigorate interest in learning
- Marking and assessing student work as and when required or directed as per the Inclusion Team.
- Receiving in-service training
- Reporting and updating regularly to SEEN Coordinator with regard to the development of the integrated student
- Encourage students to be empathetic towards children with inclusive need

## **Role and responsibilities of the Parents**

Parents play an important role in supporting the best interest of the child and the school and therefore collaboration with the parents is vital in ensuring students with special needs reach their maximum potential.

- IEPs are developed and designed in coordination with the parents as they play an active role in a child's education.
- All information and documentation regarding their child's special education needs will be communicated by the parents to the school during the time of the admissions.
- Parents will communicate with the school regarding any changes in their child's inclusive needs.
- Parents will provide all the required documentation needed for IBO to apply for the inclusive access arrangement for external examination.
- Encouraging your ward to be empathetic towards children with special needs.

## **Role and responsibilities of other members of School community**

- Expected to be empathetic and compassionate towards the students with special education need
- Providing safe and secure environment
- Developing positive partnership for the benefit of the child.
- Display sensitization verbally and physically towards children with special needs.
- Any kind of discrimination, injustice and prejudice will not be tolerated towards children with special needs.

## **Integrating Inclusion policy with other school policies**

This policy is a working document and is actively linked with the other policies of the school which include Assessment Policy, Admission Policy , Language and Academic Integrity Policy.

### **11 A. Assessment policy:**

Inclusive Access Arrangement for special needs students has been taken into consideration while drafting the Assessment policy.

### **11 B. Admission Policy:**

Admission process for special needs students has a separate mention and is documented in the Inclusion policy which is also aligned with the Admission policy.

### **11 C. Academic Integrity:**

All the students with special needs and their parents are made aware of the importance of Academic Integrity. They are expected to be aware of types of misconduct and their consequences.

### **11 D. Language Policy:**

The medium of instruction is in English language even for students with special education needs however as a school and at the discretion of the SEEN Coordinator/ Program Coordinator and Dean of Academics, in case of PYP, second and third Language exemption may be provided depending on the child's ability to cope. This particular exemption has been highlighted in the Language Policy as well.

## **Communicating the policy**

This policy is available for viewing on the school website. All stakeholders are free to send in suggestions for the policy to [ecomunications@bkfbliss.org](mailto:ecomunications@bkfbliss.org).

## **Reviewing the policy**

The school shall review the policy once a year to keep up with changes in the requirements of students and the perceived effectiveness of the policy. This policy shall be reviewed prior to the start of each new academic session where the steering committee of this policy comes together and takes reflection upon the last academic year and suggests and makes changes for the benefit of all the stakeholders.

The Academic integrity policy committee comprises of Facilitators, Coordinators across programmes, Dean of Academics & Directors. It is the responsibility of the committee to oversee the procedures needed to develop and implement the respective policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involving. The decision taken by the trust/society would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

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