



# BLISS INTERNATIONAL SCHOOL

*A family of learning*

## BIS ACCESS & INCLUSION POLICY



Wisdom



Integrity



Positivity



Respect



Empathy



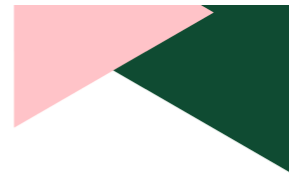
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**\*BIS is an authorised school for IB PYP & IB MYP**



## **BIS 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.

## **BIS 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 organisation works with schools, governments and international organisations 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.





# BIS - 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. We follow the motto – “Raising a global child” – with the conviction that every individual on earth is a unique star with immense potential and learning ability that can and should be nurtured. Our purpose of education is to prepare 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 the well-being of all life on the planet.

At BIS , teaching and learning practices are oriented towards stimulating intellectual curiosity, encouraging them to examine 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 behaviour
- Resilience- fundamental to overcoming difficulties, facing challenges
- Meaningfulness and flexible pacing
- Respect for other cultures and individuals

Our school’s viewpoint on student behaviour is to reward positive behaviour. A word of praise to a student who is displaying positive behaviour and is doing what is expected of him / her, rather than reprimanding someone for inappropriate behaviour, this we think 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 promote these attributes across the school community by instilling them in our school culture.

## As Inquirers

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

## As Knowledgeable

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

## As Thinkers

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

## As Communicators

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

## As Principled

- Uphold Integrity
- Demonstrate honesty
- Act with sense of justice

## As Open-Minded

- Willingness to grow from the experience
- Seek and evaluate point of views
- Appreciate all. cultures & values

## As Caring

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

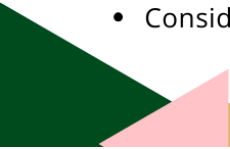
## As Risk-Takers

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

## As Balanced

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

## As Reflective

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

# Objective & Overview of Access and Inclusion Policy at BIS

## 5A. Objective of the Inclusion Policy

The primary objective of BIS Access and Inclusion policy is to create an inclusive learning environment that celebrates diversity, promotes equal opportunities, and supports the success of all students. This Access and Inclusion policy is a working document developed by all stakeholders from each school programme. The policy is consistent with the set forth principles and practices of the IB.

## 5B. 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.

### **Access and inclusion team aims to**

- 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 Individualised Education Plans.
- To promote effective partnerships and involve outside agencies when required.

# Well-Being & Mindfulness at BIS

At BIS, well being is defined as a state of complete health and vitality achieved by the integration of physical, intellectual, emotional, social, spiritual, and environmental well-being. Wellness is centred on the act of living a lifestyle that integrates good habits to appropriately nourish various dimensions of well-being on a daily basis. Mindfulness is used to make the most of every moment in all parts of life.



**Physical Well-being:** reflects one's body's health and functioning, which is a result of a combination of physical exercise, diet, and mental well-being.

- Take a balanced nutritious diet.
- Drink 8 glasses of water a day.
- Sleep 8 hours every night.
- Engage in physical activities.

- Think positive.
- Start and end your day with the thought of happiness.
- Encircle yourself with things and people you love.
- Engage in activities you like.

**Emotional Well-being:** Reflects one's emotional state, which is influenced by one's thoughts and life events



**Environmental Well-being:** represents a state of good health through the presence of pleasant, stimulating situations and close contact with nature.

- Reduce your carbon footprint.
- Non-biodegradable materials should be used sparingly.
- Recycle and reuse.
- Water, energy, and fossil fuels should all be conserved.

- Read, listen, debate and write
- Play word games and solve riddles.
- Every month, make something using a skill you are good at.
- Take up a project that requires learning a new skill twice a year.

**Intellectual Well-being:** represents one's mind's ability to engage in creative and interesting activities in order to enhance knowledge and skills



**Social & Culture Well-being:** shows how easily we identify with the values and knowledge system of the community in which we were born and raised.

- Make friends. Maintain contact with your community.
- When required, provide and seek assistance.
- Make an effort to learn about your family heritage, rituals, and customs.

- Meditate for 10 minutes daily.
- In any situation, think optimistically.
- Make faith and hope for your closest companions.
- Practice gratitude.
- Seek solitude. Make contact with nature.

**Spiritual Well-being:** represents one's level of connection to universal energy, mindfulness, feeling of balance, clarity of purpose, and inner tranquillity.



**Source :** Bliss International School, Pune, India



# **Admissions, Identification and Assessment of Students Requiring Learning Support**

Our school is committed to providing an inclusive educational environment where every student can thrive. To uphold this commitment, we welcome applications from students with special learning needs and strive to accommodate their unique requirements to facilitate their academic, social, and emotional growth. Upon receiving an application from a student with special learning needs, the school's Inclusion Team will conduct a thorough evaluation to understand the specific requirements of the student. This evaluation is essential to determine if the school will be able to cater to the needs of the students

## **Steps for Admission for Students with Special Needs:**

1. The Admissions Department handles the initial inquiry as soon as it is determined that the child has special learning requirements. The Access & Inclusion team is notified by the admissions department to proceed with the inquiry. If there is a vacancy in the class, the inquiry will proceed. The Founding Head of School and the Access and Inclusion Coordinator will decide if the school is able to provide required support to the student and only then the admissions process is taken to the next level.
2. The parent & student interaction is scheduled with the Access & Inclusion Coordinator.
3. Parents are requested to bring all the recent medical and psycho-educational evaluation documents, previous school records and notebooks along with them during the interaction. provide all relevant information about the child's needs, diagnosis, and professional evaluations, if available.
4. Alternatively, they can email scanned copies of the documentation to the admissions team prior to the meeting.
5. In the event the student is unavailable during the initial parent interaction a student interaction with the Access & Inclusion Coordinator is again organised. This interaction uses the play-way approach to determine the child's comprehension level and suitability for the school setting. It becomes necessary and important to screen the child's level of comprehension through an informal interaction by the Inclusion team.
6. If the school is able to provide the required support to the student, the admissions process is taken to the next level.

7. The final decision of the student admissions is taken based on the observation and evaluation of the Access & Inclusion Coordinator in collaboration with the Dean of Academics and Founding Head of School of School of School.
8. The Inclusion Team and HRFs will engage in the ongoing monitoring and observation of students' academic, social, emotional, and behavioural progress.

**Confidentiality:** All information provided by parents regarding their child's special learning needs will be treated with utmost confidentiality. This information will only be disclosed to relevant school personnel directly involved in the student's education and support. In the event of any social and emotional instability, family trauma, conflicts, break- downs and during personal counselling sessions, the school reserves all right to keep the information highly confidential. Overall, confidentiality about children in our school policy is critical for protecting the privacy and personal information of students, as well as maintaining trust and confidence between parents and schools. It is important for the school to establish and follow clear policies and procedures for safeguarding the confidentiality of student information, and to comply with relevant laws and regulations related to data privacy and security.

### **In case the need is identified at a later stage**

In the event that a special educational need is identified for a student after the admission, it is determined that relevant information about the child was withheld during the admissions process. The school retains the right to examine and review an admission. Following are the steps which will be followed

- If a student demonstrates challenges or areas of concern that may indicate the presence of special needs, **after the school has admitted the child** we will initiate a collaborative process involving the Founding Head of School , Programme Coordinator, Access and Inclusion Coordinator, HRF's, and parents or legal guardians.
- The school will recommend the child to undergo a certain evaluations and assessments as suggested by the Access & Inclusion department. The school expects parents or legal guardians to actively participate in getting the evaluations done and sharing the reports with the Access & Inclusion department
- The child will be transferred immediately to the Access & Inclusion department, and the SEEN fee structure will be effective immediately.

- It is important to note that parents or legal guardians will be held liable for any costs associated with the provision of specialised services (therapists, developmental paediatrician and psychologist) required to meet their child's identified special needs, as determined by the school.

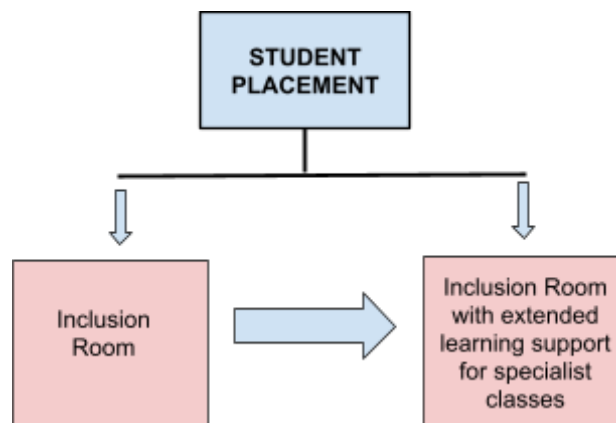
**Note** - Admission for any special learning needs to proceed if

1. Vacancy and availability of seats
2. If we are able to meet the child's requirements
3. As students progress through their academic journey, their needs may evolve. Therefore, the school will regularly review and reassess the support and accommodations provided to students with special learning needs to ensure that they remain appropriate and effective. If the school is unable to fulfil the required needs of the child they will get in touch with the parent to provide an update.
4. We make all possible efforts to ensure that children are given the best education as per their needs based on IEP developed for them. We provide special education set up along with experts specialised in educating specialised children hence the fee structure for children with special learning needs is different from the students studying in regular class setting.

**\*Please note the fee structure is subject to periodic review and modification\***

## Placement of the student

- The placement of the student will depend on the previous academic records, diagnostic reports, on informal interaction and interaction with the Access & Inclusion team or the Access and Inclusion Coordinator and the respective Programme Coordinator. The following are the types of student placement that are possible for children's best interest.



**Source** : Bliss International School, Pune, India

# **Inclusion Approaches at BIS**

## **A. Learning Differences at BLISS**

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

- Autism Spectrum Disorder
- ADHD
- Specific Learning Difficulty
- Speech and/or communication difficulty
- Sensory Difficulty
- Social, emotional and behavioural difficulties
- Physical Disability
- Gifted and Talented

Any medical condition

- Asthma
- Leukaemia
- Diabetes
- Epilepsy
- Psychosis
- Manic depression
- Eating disorder

Currently we are catering to Learning Differences, however in future we may consider students of Visual Impairment, Hearing Impairment, Physical Impairment etc depending on the discretion of Founding Head of School and Access and Inclusion Coordinator.

## **B. Approaches to Support Learning Needs**

Once the child has been identified requiring learning support by the Access and Inclusion 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 Access & 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 Access and Inclusion Coordinator.
- The Home room facilitators are kept up to speed with the nature and degree of learning difficulties and are educated by the special educator. They are expected to attend a workshop conducted by the Access & 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 Access and Inclusion 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.

### **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.

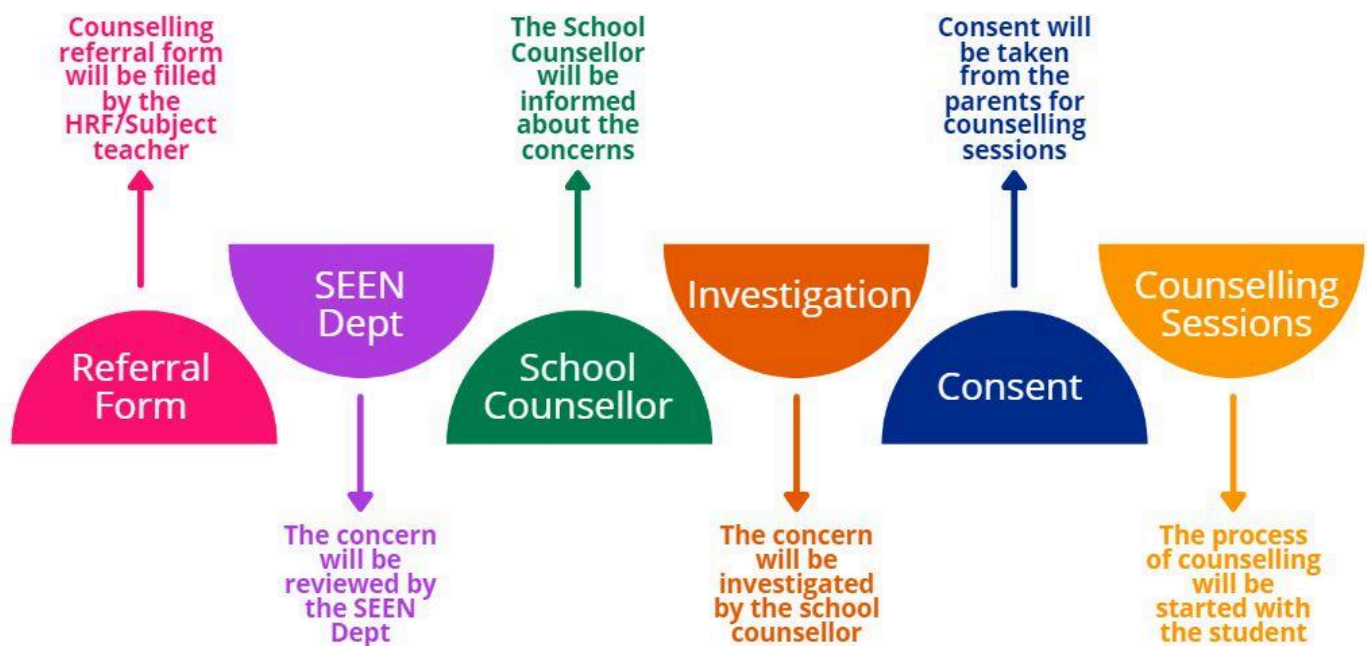
## Behavioural Referral Process

At BLISS we support not only children with different learning needs but also socio emotional and behaviour needs. Our top purpose is a student's emotional wellbeing since it eliminates negative feelings, fosters learning and growth from experiences, promotes autonomy, and develops good decision-making abilities that help the child develop as a global citizen.

The referral procedure that the subject facilitators and home room facilitators will use to refer students with social emotional needs can be seen in the visual graphics below.

[Behavioral Referral Form](#)

## Behavioral Referral Process



**Source :** Bliss International School, Pune, India

# Implementing the Access & Inclusion Policy Across all Programmes

## 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 Access and Inclusion 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 Home Reinforcements and Task Sheets are also differentiated based on the child's abilities, strengths and their IEP goals. 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 Access and Inclusion 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 Access & Inclusion team keeping in mind the child's pace and needs. The Access and Inclusion 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 Access & Inclusion 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 Access & Inclusion team in coordination with the Home Room Facilitator and Access and Inclusion 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.

### **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 Individualised 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 Access & Inclusion team keeping in mind the child's pace and needs. The Access and Inclusion 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 define 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, Access and Inclusion 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 & Access and Inclusion 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 Access and Inclusion 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"

### C. Inclusion in Diploma Programme

The Access and Inclusion 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 Access and Inclusion 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, Access and Inclusion Coordinator, Dean of Academics and Founding Head of School following arrangements and accommodations can be provided without IB authorization.

- Separate 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 examinations 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 , Access and Inclusion Coordinator Dean of Academics and Founding Head of School

The Access and Inclusion 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.

## **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.

## **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/Access and Inclusion Coordinator or school counsellor
- an individualised 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.

### **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**

### **The role of the Founding Head of School**

- leads the development of access and inclusion policy that outline the school's commitment to diversity, equity, and inclusion and establish strategies for promoting access and removing barriers to learning for all students.
- articulate the school's values and expectations regarding diversity and inclusion and advocate for the allocation of resources and support services to meet the needs of all students.

- monitor the implementation of access and inclusion policies to ensure effectiveness and identify areas for improvement.
- collaborate with external organisations, community groups, and agencies to support access and inclusion efforts.
- ensuring the policy is transparent and easily accessible to all stakeholders, including prospective students, parents, and staff

### **The role of the Dean Of Academics**

- collaborating closely with the founding head of school, in putting in place, developing, and implementing all policies that govern the educational environment of the school.
- work alongside the founding head of school to oversee the implementation of these policies, ensuring that they are effectively communicated to all stakeholders and integrated into the daily operations of the school.
- ensure that access and inclusion policies comply with legal requirements, including laws related to special education, civil rights, and accessibility.
- monitor the implementation of access and inclusion policies to ensure effectiveness and identify areas for improvement.
- contribute to the development and implementation of procedures that promote inclusivity and accessibility.

### **The role of the Access & Inclusion Coordinator**

- identifying the students with any special learning needs and collaborating with parents to discuss the development and growth of the child.
- provide professional development opportunities for teachers and staff to promote understanding and implementation of access and inclusion policies. this may include training on culturally responsive teaching practices, strategies for supporting diverse learners, and techniques for creating inclusive classroom environments.
- engage stakeholders in dialogue about diversity and inclusion and solicit feedback to inform the ongoing development and implementation of policies.
- advocate for the allocation of resources and support services to meet the needs of diverse learners.
- contribute to the development and implementation of policies and procedures that promote inclusivity and accessibility.

## **The role of the Parents/ Guardians**

- actively participate in Parent Facilitators Student Conference (PFSC) & orientations to voice their opinions and concerns.
- engage in open dialogue with teachers and administrators to stay informed about policies and provide feedback or suggestions for improvement.
- demonstrating the importance of following rules and respecting school policies.
- building a strong partnership that fosters a supportive environment for implementing and enforcing school policies.
- provide valuable feedback on existing policies, highlighting areas that may need adjustment or improvement.

## **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.

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

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

### **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.

### **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.

### **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 Access and Inclusion 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.

## **Steering Committee**

The policy committee comprises Facilitators, Coordinators across programmes, Dean of Academics and Founding Head of School /Board Advisor and the Board. 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 involved. 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.

## **Communicating the Policy**

This policy is available for viewing on the school website. All stakeholders are welcome to send any suggestions for the policy at [bisfeedback@bkfbliss.org](mailto:bisfeedback@bkfbliss.org).

## **Reviewing the Policy**

The school shall review the policy once a year in the month of May 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.



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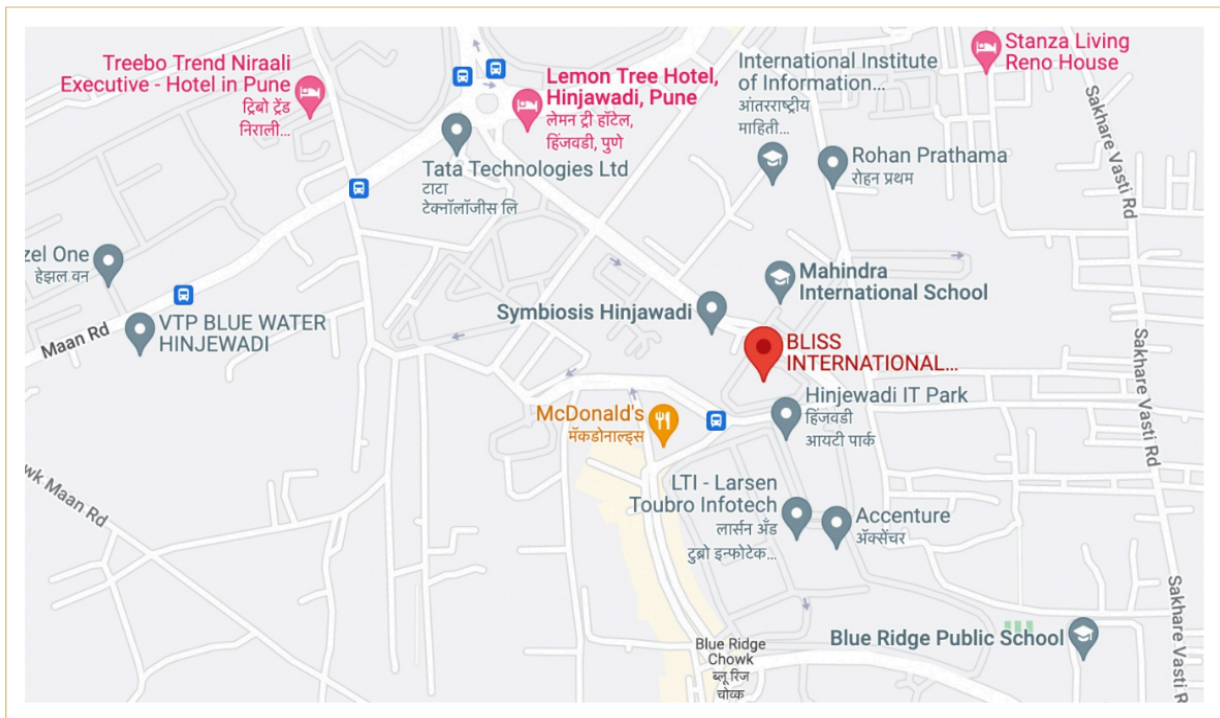


Primary Years  
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## LOCATION



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