Ecole Mondiale World School

Inclusion Policy

2025-2026

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1. PURPOSE AND VISION

Mission Driven

To provide a high-quality education that encourages resilient learners to explore, engage and excel, positively transforming the school, local and global communities.

Vision Focused

To inspire our community to be inclusive and empathetic leaders who celebrate diversity and contribute towards a peaceful and more sustainable world.

What Is Inclusion?

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities." (IB INCLUSION POLICY - Page 1)

Our Inclusive Definition

A comprehensive educational approach where students with and without varied abilities learn together, with teaching and learning methods adapted to meet diverse needs, ensuring equity and access as mandated by the RTE Act 2009 and RPWD Act 2016. This policy is consistent with IB's Access and Inclusion Policy (2022) and Programme Standards and Practices (2020).

The school provides reasonable accommodations, differentiated instruction, and learning support within the scope of available resources and expertise. While we aim to support a broad range of learning needs, certain specialized or intensive interventions may require collaboration with external professionals or agencies.

2. LEGISLATIVE COMPLIANCE

This policy ensures compliance with:

- Right to Education Act 2009
- Rights of Persons with Disabilities Act 2016
- IB Programme Standards and Practices

2.1 Guiding Principles

- Valuing Prior Knowledge
- Scaffolding Learning
- Extending Learning
- Affirming Identity and Building Self-Esteem

2.2. Stakeholder Rights and Responsibilities

Students' Rights and Responsibilities:

- Right to inclusive education without discrimination
- Right to reasonable accommodations and assistive devices
- Right to individualized education plans (IEPs)
- Right to accessible facilities

They have the responsibility to share their ideas, set personal goals, and be involved in decisions about their learning support, so they can grow with guidance from their teachers and parents.

Parents' Rights and Responsibilities:

- Right to participate in educational planning and decision-making
- Right to regular communication and progress updates
- Right to confidentiality regarding student information

They are also responsible for supporting school inclusion initiatives and are encouraged to contribute meaningfully to the development and review of their child's IEP.

Educators' Rights and Responsibilities:

- Right to appropriate training and professional development
- Right to collaborative planning time and resources

The educators are responsible for implementing inclusive teaching practices, designing and delivering differentiated instruction, collaborating with the Learning Support team, parents, and para-educators, and identifying and referring students with special needs.

Leadership and Learning Support Responsibilities

The Learning Support Department coordinates inclusive practices across the school, supports the development and review of IEPs, and manages each student's learning support plan.

The Leadership Team ensures that the inclusion policy is implemented effectively, reviewed regularly, and supported through ongoing training and resource allocation.

School Community Commitment

École Mondiale commits to creating a culture where all stakeholders embrace neurodiversity and work collaboratively to ensure every student's success.

3. INCLUSIVE EDUCATION FRAMEWORK AND SUPPORT STRUCTURES

3.1 Inclusion Committee and Responsibilities

Inclusion Committee:

- Principal/Head of School (Chair)
- Heads of Section
- Head of Learning Support
- Programme Coordinators

Responsibilities:

- Regular policy review and updates
- Resource allocation decisions
- Professional development planning
- Compliance monitoring

3.2 Student Support Framework

3.2.1. Models of Inclusive Practice

École Mondiale World School implements a comprehensive framework of inclusive practices designed to meet the diverse needs of all students through evidence-based and flexible approaches. The school ensures that every student receives the level of intervention

appropriate to their needs. The models of inclusive practice are outlined here to explain how different levels of support can be used to meet diverse student needs:

- **Tier 1: Universal Support**

  High-quality, research-based instruction and universal classroom strategies are provided to all students. This includes differentiation of instruction, scaffolding, accommodations, and the integration of inclusive practices across the curriculum.

- **Tier 2: Targeted Support**

  Students who require additional help receive targeted small-group interventions. These may be delivered through **push-in support** within mainstream classrooms and/or pull-out sessions focusing on specific skill development, depending on individual learning needs.

- **Tier 3: Intensive Support**

  A smaller number of students may require intensive, individualized interventions. These are provided primarily through the **pull-out support model** in structured settings, with personalized instruction tailored to address significant learning needs. If a child is enrolled in the school but has needs that cannot be met solely by the homeroom and Learning Support teachers, the parents will be asked to provide a '**para-educator**' or '**academic support teacher**' to provide one-on-one support. Their role is to facilitate academic engagement, social interaction, and behavioral regulation, while promoting gradual independence within the classroom environment.

The school employs **both Push-in and Pull-out Models**, as well as a **Mixed Approach**, to deliver these tiers of support:

3.2.1a Push-in Support Model

Learning Support teachers collaborate directly within mainstream classrooms to provide integrated support through:

- Support with differentiation of instruction and materials
- In-class scaffolding and accommodations
- Support for student and teacher within the regular curriculum

3.2.1b Pull-out Support Model

Targeted interventions are delivered in specialized settings when students require:

- Individualized instruction tailored to learning needs
- Development of specific skills in a structured setting
- Supportive spaces that promote concentration and confidence

3.2.1c Mixed Model Approach

A balanced combination of push-in and pull-out support is implemented across the school, based on individual student needs assessment.

4. PROFESSIONAL DEVELOPMENT AND TEACHER SUPPORT

Mandatory Training Requirements

In accordance with IB Standard 0203-03 and the Rights of Persons with Disabilities (RPWD) Act Section 17(c, d), the Learning Support team conducts comprehensive annual professional development programs for all faculty.

4.1 Whole-School Training Objectives

All professional development sessions are designed to:

- Enhance awareness and sensitivity toward students with learning differences and socio-emotional needs
- Provide comprehensive understanding of available support services and accommodation options
- Deliver practical guidance on implementing effective classroom strategies for diverse learners
- Explain referral processes and protocols for accessing additional support services

4.2 Targeted Grade-Level Support

Teachers receive specialized briefings that include:

- Detailed review of relevant Individual Education Plans (IEPs)

- Specific accommodation, modification (primarily in the PYP), and assessment arrangement requirements
- Student-specific learning preferences, strengths, and potential challenges
- Evidence-based strategies proven effective for individual students

5. RESOURCE ALLOCATION

5.1 Human Resources

École Mondiale World School maintains a qualified multidisciplinary team comprising:

- Certified special education teachers
- Licensed school counsellors
- Occupational therapy professionals
- Additional specialized support staff may be recommended e.g. parent provided para-educator / support teacher; who is expected to follow job descriptions and agreements, complete police verification, and participate in ongoing professional development

5.2 Technology and Materials

The school provides comprehensive resources including:

- Assistive technology tools and software
- Learning management platforms with accessibility features
- Specialized instructional materials and adaptive equipment e.g. pencil grips, fidget tools, weighted pads etc.
- Virtual and digital resources to support personalized learning

5.3 Budget Planning

Resource allocation is strategically managed through:

- Leadership Team oversight of all learning support budgeting
- Continuous evaluation and adjustment of resource allocation to ensure optimal support delivery

6. LEARNING AND CURRICULUM

Inclusive Curriculum Principles

École Mondiale World School implements an inclusive curriculum framework in compliance with the Right to Education Act 2009 and the Persons with Disabilities Act 2016, ensuring that all students receive appropriate educational support throughout their academic journey.

6.1 Curriculum Adaptation Framework

Differentiation in Learning - Learning is tailored to individual needs through -

- Differentiated content delivery tailored to individual learning needs
- Individualized learning objectives that maintain core educational experiences
- Alternative assessment methods that honor each student's unique strengths
- Collaborative planning involving educators, families, and specialists for optimal outcomes
- Where appropriate, the school offers bridging support in the Primary Years Programme (PYP) and the lower years of the Middle Years Programme (MYP, up to Grade 8) to eventually help students meet grade-level expectations. From Grade 9 onwards, students generally pursue the full programme requirements (Certificate/Diploma) or follow a partial / non-certificate pathway, with support provided in alignment with these programme frameworks.
- Access Arrangement for PYP/MYP/DP assessments - Accommodations: Changes in how students access curriculum, including:
  - Extended time provisions for assessments
  - Use of Scribe and/or Reader for students from grade 9 -12 - a structured appointment process ensures qualified personnel through practice sessions, student consent verification, and a comprehensive briefing on International Baccalaureate regulations to maintain assessment integrity
  - Assistive technology integration e.g. speech-to-text software, screen readers, audiobooks tailored to individual student needs
  - Preferential seating arrangements
  - Flexible scheduling with break provisions as per the IB guidelines
  - Alternative assessment/question formats or demonstration methods as per the IB guidelines

identified IEP goals. In addition to standard academic reports, these reports highlight progress on individualized learning goals and the effectiveness of support services.

6.3.2 Modified Subject Reports (PYP - Grade 8/MYP3 only)

For students with severe learning needs requiring curriculum modifications, alternative reporting mechanisms are implemented to provide comprehensive and meaningful feedback.

MYP Narrative Reports - For grades 6-8, narrative reports, rather than traditional grades, may be issued. These reports are collated by Learning Support teachers, highlighting student strengths as well as areas for continued development while focusing on individualized learning objectives and skill acquisition.

PYP Modified Reporting - For PYP students requiring significant curriculum adaptations, alternative descriptors may be utilized including 'Not yet ready' as an assessment indicator for universal developmental strands. This reporting approach incorporates modified strands across core learning areas (Literacy, Numeracy and Units of Inquiry (UOI) strand) with standardized descriptors applied consistently across all strands: 'meets', 'meeting with support', 'working towards'.

The approach of reporting is determined collaboratively by relevant stakeholders to ensure the process is both appropriate and meaningful for each student.

7. LEARNING SUPPORT PROVISION AND TRANSITION PLANNING

7.1 Support Review and Transition Planning

Learning support services may be modified or discontinued based on a comprehensive evaluation using the following criteria:

- Achievement of IEP goals and objectives: Documented success in meeting individualized goals and independent learning demonstrated through self-directed engagement and effective application of skills
- Student and family preference: Consideration of personal choice and comfort with reduced support

- Comprehensive team decision-making: Collaborative assessment involving specialists, educators, and families
- Transition planning and support: Structured preparation for reduced or alternative support models

7.2 Student Support Pathways

In accordance with the Right to Education Act 2009, the Persons with Disabilities Act 2016, and IB philosophy, École Mondiale World School recognizes that students demonstrate learning and growth through diverse pathways. When academic progress patterns indicate the need for enhanced or alternative support approaches, the school recommends student support pathways designed to optimize each student's educational experience, while maintaining learning in the least restrictive environment appropriate to their needs.

For students facing persistent challenges, individualized plans are developed collaboratively. These plans employ tailored strategies and ongoing monitoring to support engagement in the inclusive classroom.

If, despite maximum support, progress plateaus, the plan is reviewed with families, and transition options may be explored—always within the principles of inclusion and the least restrictive environment.

Educational planning remains a collaborative process, with families actively involved in decision-making. The school's role is to provide professional guidance, transparent communication, and comprehensive support so that families are empowered to make informed choices that recognize and nurture each student's unique potential.

8. PROCESS FOR IDENTIFYING AND REFERRING STUDENTS WITH LEARNING NEEDS

8.1 Student Identification and Referral Process

Process At The Time Of Admission

1. The Head of School or respective head of section, or the admission personnel, through admission form/parent interviews, ascertains the child with learning needs and reports to the Head of Learning Support Department and the relevant Head of Section.

2. If a student has special needs, a member of the Learning Support Team may be involved in the interview and admissions process to identify if the school can meet the child's needs.

3. If a student has special needs, parents are required to submit formal psycho-educational / medical assessment records at the time of admission, dated within the past two years. Should the documentation be more than two years old then a reassessment will be required for the admission process to move forward. The Learning Support Team will suggest the recognised professionals for the testing.

4. Once the student is admitted, details of their Learning Needs will be communicated to the respective teachers and the LS team by the learning support head / head of section.

5. Learning Support services will formally commence only once a valid report from a qualified professional has been submitted.

Process For Identifying Students With Additional Needs Post Admission

1. If teachers or parents notice patterns of behavioural or academic concerns, they should discuss the concerns with the Learning Support team, which may recommend classroom strategies for teachers to implement. Anecdotal records are documented by the teacher over a minimum period of **one month**.

2. The collated observations are shared with respective section leaders, who then consult with the Head of Learning Support to determine the next steps.

3. Based on the above discussion, the teacher will be requested to complete the referral form and share any work samples that provide supporting data.

4. Learning support staff will observe the student over a period of 1–2 weeks, depending on the nature of the concern, and share their observations with the Head of Learning Support, and the respective Head of section to collaboratively determine appropriate next steps.

5. A meeting with the parents along with the respective teachers / leaders to discuss and finalise the next course of action, e.g. recommending a formal evaluation, occupational therapy, providing support in the form of push-in and/or pull-out services.

6. Update the relevant leaders and respective teachers on the action plan/IEP. Support services will be initiated only once a report from a qualified professional has been received and reviewed.

Students Who Have Independently Completed a Psycho-Educational Evaluation and Are Submitting the Report to the Learning Support Department

1. The psycho-educational report (dated within the past two years) will be submitted to the Learning Support Team.

2. The Learning Support Team creates an IEP and meets with the parents to discuss available options and discuss the next plan of action.

3. The Learning Support Team communicates the student's needs and recommended support strategies to all relevant stakeholders through Individualized Education Plans (IEPs) and, when appropriate, through one-on-one or group discussions. Implementation of support will only begin upon receipt of a valid report from a qualified professional.

9. CONFIDENTIALITY AND DATA PROTECTION

École Mondiale World School is committed to maintaining the highest standards of confidentiality regarding student information, particularly data related to learning differences and support services. Our practices comply with Indian privacy legislation, international standards, and IB requirements while ensuring appropriate information sharing to support student success.

- Student records, including assessment reports are securely stored on the school drive and are accessible only to the Learning Support team and the leadership team.

- IEPs are shared with relevant stakeholders through official school communication channels, such as school email and the shared drive, to ensure that instructional planning is informed and aligned.

- All stakeholders are expected to handle student information with discretion and adhere to the school's confidentiality and data protection guidelines.

10. APPENDICES

Appendix A: Definitions and Terminology

Appendix	
Equity	Equity involves ensuring fairness, justice, and impartiality in delivering essential support and accommodations to enable every student to access educational opportunities and resources. This applies to students of diverse abilities, backgrounds, and disabilities. It aims to eliminate disparities and ensure that students with disabilities have an equal opportunity to succeed academically, socially, and emotionally. Example: Providing additional resources, accommodations, or personalized support to students with disabilities to ensure they have an equal chance to access and benefit from education.
Equality	Equality refers to treating everyone the same and providing the same opportunities, resources, rights, and access to educational resources to all students, regardless of their diverse needs. Example: providing the same teaching materials, methods, and assessments for all students in a classroom, regardless of their diverse learning styles or abilities.
Differentiation	Differentiation is the instruction that helps students with diverse academic needs and learning styles access grade level content. Instruction can be differentiated across content, product, process, and environment.
Neurodiversity	Neurodiversity describes the idea that people experience and interact with the world around them in many different ways. There is no one right way of thinking, learning and behaving and differences are not viewed as deficits.
Accommodations	An accommodation is the change in HOW the student will learn the same material as their peers and alters the environment. Accommodations don't change what a student learns, just how they access it.
Modifications	A modification is a change in WHAT the student is taught or expected to learn and it alters the curriculum. Depending on the student's learning challenges and their capacity to perform at grade level, certain skills that are taught at a specific grade may be modified or omitted. Modifications change how they're assessed. Some examples of modifications: ● Fewer questions ● Lower level text ● Alternate assignments - Providing an assignment that is 'levelled' to the student's current functional level ● Shortened assignments ● Having students answer in limited choices (for e.g. - select from three responses) rather than completing a response on their own

	● Grading certain aspects of an assignment. So, for some assignments, spelling or grammar doesn't 'count' in the grade.

Appendix B: Legislative References

- Complete text of relevant RTE Act 2009 provisions
- RPWD Act 2016 Sections 16, 17, and 31
- IB Programme Standards and Practices citations

This policy is reviewed on an ongoing, rotating basis by coordinators, HoDs, and representatives from the teaching faculty