



# ASPEE NUTAN ACADEMY

## The International Baccalaureate Career-related Programme (IBCP)

<b>Name of the Policy:</b>	Inclusion Policy
<b>Policy Formulated by:</b>	Ms. Nuzhat Khan
<b>Policy Edited by:</b>	Ms. Jaie Rajeshirke
<b>Date on which policy was made:</b>	24 <sup>th</sup> October, 2023
<b>Applicable till:</b>	23 <sup>rd</sup> October, 2025
<b>Applicable to:</b>	Counseling staff, Teaching and Non-teaching staff of IBCP, Parents
<b>Apprised by:</b>	School Committee

The school aims to implement an inclusive IBCP and to create a fully cohesive and inclusive society where the rights and equitable opportunities for all students, including those with special needs, are guaranteed and secured. This underscores a commitment to providing a comprehensive and equitable education that fosters diversity and inclusivity. It emphasizes the importance of offering a curriculum and support system that accommodates every student's unique needs and learning styles, ensuring that they have equal access to educational opportunities and resources, regardless of their individual differences or challenges. The school envisions empowering all students to thrive academically, emotionally, and socially within an inclusive and supportive educational environment.

### 1. Inclusive Admission Process:

- Admissions to the IB Career Programme will be open to all eligible students, regardless of caste, gender, or special needs.
- The admissions process will be transparent, fair, and free from discrimination.

### 2. Non-Discrimination and Equal Treatment:

- The college will not discriminate against any student based on caste, gender, or special needs.
- All students will be treated with respect and dignity, fostering an inclusive and welcoming atmosphere.

### 3. Accessibility and Accommodations:

- The college will provide accessible facilities, resources to ensure that students with physical disabilities or special needs can fully participate in the programme.
- An Individualized Education Plan (IEP) or equivalent plan will be developed for each student with special needs, outlining necessary accommodations and support.

The table below provides insights into the IB (International Baccalaureate) policy for teaching and learning concerning access arrangements and highlights the processes that require authorization from the IB. It also delineates the accommodations that can be implemented for students based on their specific needs.

#### Flexibility in duration: -

Access Arrangement	Is authorization required for IB assessments?
Additional Time	Yes
Additional Time for Oral examinations	Yes
Additional Time for Mathematics and other subjects that require mathematical calculations	Yes
Rest breaks	No
Deferral	Yes
Extensions to IB submission deadlines	Yes
Additional retakes (exceptional- provided on a case-to-case basis)	Yes

**Flexibility in presentation of materials and resources/reception of content:-**

<b>Access Arrangement</b>	<b>Is authorization required for IB assessments?</b>
Modified paper-based examinations	Yes
Vision aids and devices	No
Hearing aids and devices	No
Memory devices, organizers, written list of instructions and other visual aids	No
Sign language interpreter	No
Text of audio content	Yes
Image descriptions or other adaptations to questions (for total or severe visual impairment)	Yes
Adaptation to questions due to colour blindness	Yes
Designated person for colour naming (for colour blindness)	Yes
Reader, reading software, Reading pen, Script reader (for lip reading)	Yes

**Flexibility in response: -**

<b>Access Arrangement</b>	<b>Is authorization required for IB assessments?</b>
Word processor	Yes
Scribe	Yes
Speech recognition software	Yes
Graphic organizer	Yes
Four function calculators	Yes
Text to speech	Yes
Transcriptions	Yes
Talking calculator	Yes

**Use of human assistance: -**

<b>Access Arrangement</b>	<b>Is authorization required for IB assessments?</b>
Care Assistant	No
Practical Assistant	No
Prompter	No
Communicator (to clarify instructions or directions)	No
Designated person for colour naming (for colour blindness)	No

**Flexibility in setting or location: -**

<b>Access Arrangement</b>	<b>Is authorization required for IB assessments?</b>
Separate room (within the school) for class tests and IB examinations	No
Specific seating location	No
Special lighting	No
Alternative venue (away from school) for IB examinations	Yes

*Ref: Access and Inclusion Policy (Published September 2022)*

#### **4. Gender Equity:**

- The college will promote gender equity and ensure that all students have equal access to educational opportunities, regardless of gender identity.
- It will encourage participation in all subjects and extracurricular activities without gender bias.

#### **5. Anti-Bullying and Harassment:**

- A strict anti-bullying and anti-harassment policy to protect all students from discrimination, including caste-based, gender-based, or disability-based harassment will be implemented.
- Clear reporting procedures and consequences for violations will be established.

#### **6. Professional Development:**

- The college will provide ongoing training and professional development for teachers and staff to raise awareness and develop the skills necessary for inclusive education.
- It will ensure that teachers are trained to effectively support students with diverse learning needs.

#### **7. Curriculum and Instruction:**

- The curriculum will be reviewed and adapted to be inclusive, culturally sensitive, and responsive to the diverse needs of students.
- Differentiated instruction strategies to cater to various learning styles and abilities will be implemented.

#### **8. Support Services:**

- The college shall offer counseling and support services to address the social and emotional well-being of all students.
- We will collaborate with specialists and external agencies to provide specialized support to students with disabilities.

#### **9. Parent and Community Engagement:**

- Parents and guardians will be involved in the education process, seeking their input and feedback on inclusivity and diversity initiatives.
- Community partnerships that promote inclusivity and support for students with special needs will be fostered.

#### **10. Regular Assessment and Review:**

- Regular assessments will be conducted to evaluate the effectiveness of the inclusion policy.
- Necessary adjustments and improvements will be made based on feedback, data, and best practices.

#### **11. Reporting and Accountability:**

- The college will maintain records of incidents, accommodations, and progress related to inclusion and diversity efforts.
- We will ensure accountability at all levels of the college for the successful implementation of the policy.

#### **12. Awareness and Celebration of Diversity:**

- Events and activities that celebrate cultural, religious, and linguistic diversity within the college community will be organized.
- A culture of respect, tolerance, and understanding among students and staff will be promoted.

#### **13. Grievance Redressal Mechanism:**

A grievance redressal mechanism will be established where students, parents, and staff can report concerns related to inclusivity and discrimination for prompt resolution.

## 14. Roles and Responsibilities

### HOS

- HOS promotes high standards of teaching and learning for learning support
- Ensures overall implementation & confidentiality of this programme.
- HOS will ensure that school staff maintain discretion and confidentiality in providing special education needs services.

### IBCP Coordinator:

- The IBCP Coordinator plays a pivotal role in realizing the school's ambitious vision of creating a fully cohesive and all-encompassing society. A society where the rights and equitable opportunities for students with special needs are guaranteed and safeguarded.
- The IBCP Coordinator ensures that comprehensive information regarding inclusive assessment procedures and equitable accommodations is effectively disseminated to students, teachers, and families.
- Furthermore, they oversee the curriculum's design, ensuring that teaching and learning activities are structured to minimize obstacles to participation.
- Collaborative planning and reflection are integral components of the approach, which includes differentiation for students' diverse learning needs and styles. The IBCP Coordinator also provides guidance in managing the teaching staff, ensuring a collaborative effort to cater to the needs of IBCP students.

### Counseling Team:

The "We Care" team at Aspee Nutan Academy is a dedicated group of counselors and remedial teachers who play a crucial role in supporting the well-being and academic needs of the students. Here are some of the key responsibilities and roles of the "We Care" team:

- **Mental and Emotional Support:** The primary role of the "We Care" team is to provide emotional and mental support to students. This includes offering counseling services to help students manage stress, anxiety, and emotional challenges. They create a safe and confidential space for students to express their feelings and concerns.
- **Academic Assistance:** The team also provides academic support to students who may be struggling with their coursework. They work with students to identify areas where they need help and offer remedial teaching and additional resources to help them succeed academically.

- **Individualized Guidance:** "We Care" team members often work one-on-one with students to understand their unique needs and challenges. They tailor their support to each student's individual circumstances, which can be particularly important for students with specific learning needs or other challenges.
- **Preventative Programmes:** In addition to providing support when issues arise, the team may also be involved in creating and implementing preventative programs to address common issues like bullying, stress management, and substance abuse.
- **Parent Involvement:** The team may work closely with parents to keep them informed about their child's progress and well-being. They can offer guidance to parents on how to support their child's educational and emotional needs.

Thus, the "We Care" team at Aspee Nutan Academy carries out their roles effectively with the guidance and support of the Head of School (HOS) & CPC, ensuring that they are able to address identified cases appropriately.

Regular discussions between the Head of School (HOS), CPC and the "We Care" team are conducted to ensure effective support for students and address cases appropriately. These regular discussions between the "We Care" team and the HOS help maintain open lines of communication, ensure that student cases are managed effectively, and enable the school to provide a safe, supportive, and nurturing learning environment for all students.

### **Teachers:**

Teachers hold the primary responsibility of providing substantial support within their classrooms to IBCP students.

It is incumbent upon them to ensure that the curriculum is designed to facilitate effective learning and that they deliver accessible teaching and learning activities.

Teachers must diligently establish a positive classroom environment conducive to the joyful acquisition of knowledge for all students.

A critical aspect of their role is the proactive identification and removal of barriers to learning for a diverse student population, as well as the adaptation and modification of educational curricula, teaching methodologies, and learning strategies as necessary.

Teachers are charged with encouraging and supporting students to explore diverse perspectives, actively rejecting the notion that any student's learning capabilities are limited by individual deficits. They are expected to explore new methods and techniques to ensure that all students are given the opportunity to

learn and progress.

In addition, teachers should actively involve students in decision-making processes related to their learning journeys.

Guided by the IB Coordinator, teachers are responsible for the meticulous design of learning and teaching programs that offer a comprehensive and impartial path to all students.

Teachers, as mentors, are also tasked with overseeing individual student needs and regularly engaging in discussions about student progress and specific requirements with the IBCP Coordinator and the Head of School.

By implementing this inclusive policy, the IB Career Programme can create an environment that values diversity, provides equal opportunities, and supports the unique needs of all students, fostering a culture of inclusion and belonging. We believe in regularly engaging with stakeholders to ensure that the policy remains effective and responsive to the evolving needs of our college community.