Inclusion Policy

Created on : January 26, 2024

School Mission and Vision

Mission

The Choice School, anchored in Knowledge, Character, and Health (KCH), provides a safe, inclusive, holistic, happy learning environment in an evolving, diverse world by equipping the students with scientific temperament and social skills to become global citizens in collaboration with a competent, supportive community.

Vision

At The Choice School, we envision a passionate learning community that fosters a growth mindset for every student in a happy, caring and stimulating environment, providing them with equal opportunities to discover and develop aptitude and attitude for learning in an equitable environment that inspires and ignites curiosity, creativity, and confidence to transform lives and the world.

Table of Contents

1. Introduction
2. Principles
3. Admission Policy
4. Identification and Assessment
    - 4.1 Early Identification
    - 4.2 Collaborative Assessment
    - 4.3 Referral Procedures
    - 4.4 Documentation and Record-Keeping
5. Support Services
    - 5.1 Individualized Education Plans (IEPs)
    - 5.2 Differentiated Instruction
    - 5.3 Learning Support Services
    - 5.4 Objectives of the Health Development and Educational Support (HDES) Department
6. Accommodations and Access Arrangements
    - 6.1 Learning and Teaching Accommodations
    - 6.2 Assessment Accommodations
7. Accessibility
8. Partnership with Families
9. Professional Development
10. Evaluation and Review

1. Introduction

The Choice School commits itself to providing an inclusive and equitable environment where all students' academic development and personal growth are encouraged. This policy aims at aligning school practices towards inclusion guidelines of the IB so that all students have equal opportunities for holistic, high-quality education.

2. Principles

2.1 Inclusive Culture:

The school would strive hard to create an atmosphere of warmth and friendliness so that students feel they belong and are valued and appreciated, regardless of any background differences, abilities, or personal circumstances.

2.2 Support at Every Step:

The school is committed to offering personalized support and accommodations so that the unique needs of each student can be catered for to make every student well-equipped to participate fully in the IB curriculum.

2.3 Collaboration:

There will be active collaboration between the school, students, families, and SEN teachers to ensure that students have access to support and services appropriate for what they need.

2.4 Professional Development:

At The Choice School, staff are committed to ongoing professional development to deepen their knowledge and understanding of inclusive education practices.

3. Admission Policy

The School follows an Inclusive Education Policy per the Rights of Persons with Disabilities Act of 2016 and IB guidelines. The school uses inclusive teaching methods in mainstream classrooms to support all students, regardless of their abilities. To support young learners effectively, we ask parents and guardians to provide essential information about each student's talents and needs. This helps us evaluate requirements professionally.

Some applicants may have special needs beyond our capabilities, requiring individual assessments. The school reserves the right to decline admission if we cannot meet those needs.

While we aim to provide necessary accommodations, we must maintain our academic standards and program requirements for all students.

4. Identification and Assessment

4.1 Early Identification:

The school uses an interventionist approach in identifying the students who need additional support. This shall be accompanied by routine monitoring and evaluation for timely support and intervention.

4.2 Collaborative Assessment:

Assessments shall be done collaboratively with the student, members of their family, the SEN Teachers, and the HDES Department to understand and prioritize their needs and strengths.

4.3 Referral Procedures:

Students may be referred for additional learning support through a variety of channels to ensure early identification and timely intervention.

Referrals may be initiated by:

1. Subject teachers or Homeroom Teachers based on classroom observations and assessment evidence.
2. Parents or guardians who wish to raise concerns regarding their child's learning, behaviour, communication, social-emotional development, or academic progress.
3. Counsellors, Special Educators, Speech and Language Pathologists, or other members of the HDES Department.
4. School leadership or coordinators based on assessment data and ongoing monitoring.
5. External professionals through recommendations shared by parents.

Following a referral, the student may be observed in the classroom and relevant information may be gathered from teachers, parents, assessment records, and support staff to determine the nature and extent of support required. The HDES team will review the information and recommend appropriate interventions and next steps. This process aligns with the school's commitment to early identification and intervention.

4.4 Documentation and Record-Keeping

The Choice School maintains confidential records to support informed decision-making and ensure continuity of support for students with additional learning needs.

Documentation may include:

1. Referral forms and teacher observations.
2. Parent communications and meeting records.
3. Screening and assessment data.
4. Psychological, psycho-educational, medical, speech-language, or specialist reports provided by parents.
5. Individualized Education Plans (IEPs) or Individual Support Plans (ISPs), where applicable.

6. Records of accommodations, interventions, and progress reviews.
7. Samples of student work and assessment evidence.

All records are maintained securely and accessed only by authorized personnel involved in supporting the student. Confidentiality is maintained in accordance with school procedures and applicable legal and ethical requirements.

5. Support Services

5.1 IEPs: Students requiring significant support will receive an Individualized Education Plan (IEP) from the school, clearly stating specific goals and support services.

5.2 Differentiated Instruction: The school will use differentiated instruction, which allows for different students to learn differently based on their competencies in learning, and this may range from the use of alternative materials, flexible pacing, and multiple methods of assessment to ensure that all students' needs are accommodated.

5.3 Learning Support Services: The school shall provide learning support services through various provisions.

- **Special Education Needs teachers**: To provide special instruction and support for students having other learning disabilities or special conditions.

- **Counselors**: To provide social, emotional, and behavioral support.

- **HDES (Health, Development, and Education Support)-** The Choice School has established the Department of Health, Development, and Education Support (HDES) to assist students with special educational needs. The team consists of special educators and speech-language pathologists, who work collaboratively with teachers and other staff members to support the diverse needs of students.

5.4 Objectives of Health Development and Educational Services (HDES):

- **Mainstream Integration**: Integrating students with special educational needs into mainstream classrooms and ensuring they can participate in classroom activities.
- **Targeted Interventions:** Providing personalized support and targeted interventions to meet the specific learning needs of each student.
- **Inclusive School Activities:** Ensuring that students with special needs are fully integrated into all aspects of school life, including extracurricular activities and social engagements.

6. Accommodations and Access Arrangements

The Choice School is committed to reducing barriers to learning and assessment by providing reasonable accommodations and access arrangements based on individual student needs. These accommodations are determined through assessment evidence, professional recommendations, classroom observations, and collaborative discussions with families.

Depending on the student's identified needs, accommodations may include:

6.1 Learning and Teaching Accommodations

- Differentiated instruction and scaffolded learning experiences.
- Flexible grouping and flexible pacing.
- Modified learning materials and multimodal resources.
- Visual supports and assistive technology.
- Individual or small-group instruction.
- Preferential seating and environmental adjustments.
- Support from Special Educators, Counsellors, Speech and Language Pathologists and

the HDES team.

6.2 Assessment Accommodations

1. Additional time during assessments.
2. Rest breaks.
3. Assistive technology and alternative modes of response.
4. Reader, scribe, or other approved access arrangements where applicable.
5. Extensions to deadlines where appropriate.
6. Other accommodations approved based on documented student needs and IB requirements.

For students participating in IB assessments, access arrangements will be requested and implemented in accordance with current IB Access and Inclusion guidelines and supported by the required documentation.

7. Accessibility

The school will ensure the physical environment is accessible to all students, including students with mobility impairment.

8. Cooperation with Families

8.1 Open Communication: The school will have open and regular communication with families regarding the child's progress, needs, and goals.

8.2 Shared Responsibility: Both the school and parents will be collaborative partners in supporting the student's academic and personal success.

9. Professional Development

- **Continuous Professional Development:** All the staff members will be offered continuous professional development to understand more and acquire capacities concerning the necessity for inclusive education.

10. Evaluation and Review

The Choice School aims to create an all-inclusive environment that is completely unbiased, and all the students will reach their full potential. Implementing the strategies outlined in this policy ensures that every student receives a quality education and becomes a successful and responsible global citizen.

The school will regularly monitor how well the inclusion practices are working to adjust and amend as necessary. The school will solicit feedback for improvement from students, families, and staff members in the continuous enhancement of its inclusion practices. This policy will be reviewed annually by the Head of IB, IB Coordinators, and SEN Teachers and all involved parties.

This policy will be implemented in harmony with the policies and guidelines set forth by the International Baccalaureate Organization.

Last reviewed on:

October 31, 2025
April 18, 2026

Updated on: 25th August, 2026 by the School's SLT and PLT, including teachers from all the programmes.

Next review date:

April 18, 2027