

Arya Gurukul is a Candidate School* for the IBCP Program.

This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Arya Gurukul believes is important for our students.

***Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org**

PHILOSOPHY

Arya Gurukul consciously creates and fosters a supportive, inclusive, and all-encompassing environment so that every student feels appreciated, worthwhile and is propelled towards the best possible individual that he or she can become.

The city of Mumbai and especially the suburbs where Arya Gurukul is situated is a hub of massive commercial progress, drawing people from all over the country to seek employment opportunities. This presents a great landscape for children to mingle and interact with others with diverse backgrounds, experiences, and economic strata. Particular care is taken so that each member of staff and teachers do not commit any intentional or even unconscious discrimination.

The Pillar of CVP – Universal Outlook ensures that Arya Gurukul follows a policy of constant communication, a caring attitude, international mindedness and creates value – based individuals. Our Motto “*Vasudeva Kutumbakam*” translates to the entire world is my family brings out elements of the interplay of the world peace and celebration of diversity.

interacting and learning with other students from a multi- cultural, multi-lingual background enables children to broaden their perspective and embrace open mindedness. At Arya Gurukul, multilingualism is encouraged, values of various cultures are drawn to support the facilitation of sustainable attitudes – attitudes that will support an individual a lifetime.

To truly represent support to diversity and inclusion, an institute needs to create systems and processes that hosts a viable eco-system for those who are differently abled or with special needs.

INTRODUCTION

A thorough one to one discussion with the school counsellor at the time of the admission process helps us evaluate if the child has any Special Education Needs.

Arya Gurukul strongly believes in creating an integration of different learner profiles and providing ample support to all kinds of learners. **(Ref- Career-related Programme From principles into practice of IB)**

Name of the Student:	Signature of the Parent:
Name of the Parent:	Date:

Our teachers are sensitised to the nuances of identifying diverse types of learners- auditory, visual, action-oriented. They are also trained to identify children with special needs and supporting all kinds of learners to work together. Children with special needs are given utmost support to help integrate them with the mainstream.

We believe that all students of Arya Gurukul should have meaningful and equitable access to the curriculum offered. The pedagogical framework of the school supports, values, and caters for student diversity and respects individual learning differences and preferences. This framework allows students a greater degree of autonomy and independence.

Arya Gurukul strongly advocates the concept of 'strengths in our differences' and to that end believes that integrating students with special needs with the mainstream classroom serves two equally important purposes.

1. It allows children to form meaningful social peer relations.
2. It enriches the other children in the classroom with an understanding and appreciation of their differences. It emulates compassion towards differently abled children and benefits each member of the community developing the children into better world citizens full of compassion and appreciation.

We carry out an 'assessment of educational need' upon entry to the school at the time of admission.

We are only equipped to assist and cater to students with mild or moderate special needs.

GUIDING PRINCIPLES

Learning Diversity: Arya Gurukul understands that owing to the students' differing identities, social situations, learning abilities and language backgrounds, students will have differing needs. We do our best to ensure that our students receive a quality education that meets the high standards of the international baccalaureate and do everything we can to cater to those needs.

By enrolling your child(ren) with us, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage our diversity.

In accordance with IB philosophy we strongly believe that these programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Inclusion: everyone has an equal right to education. We strive to increase access and engagement in learning programmes for all students by identifying and eliminating hurdles. We follow the following principles to an inclusive education as laid out by the International Baccalaureate (IB) (From Learning Diversity and Inclusion in all IB Programmes)

Name of the Student:	Signature of the Parent:
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The IB supports the following principles of an inclusive education where:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and whole growth for every student
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equal opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognized as a fact, a right and a resource
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- all students in the school community have a voice and are listened to so that their input and insights are considered
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include all members of a community

INCLUSIVE ACCESS ARRANGEMENTS

Students with Special Assessment Needs on IB Assessments

Arya Gurukul believes that all students should have the opportunity to take their examinations and assessments under conditions that are as fair as possible. Reasonable modifications and accommodations may be authorized to eliminate assessment bias, which could prevent students with special needs from demonstrating their knowledge and skills.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusive access arrangements may be made in circumstances where these arrangements could reduce barriers to the candidate's demonstration of their level of attainment. Inclusive access arrangements may be necessary due to:

- long-term learning support requirements
- temporary medical conditions
- additional language learning

Name of the Student:	Signature of the Parent:
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INCLUSION / SPECIAL EDUCATION NEEDS POLICY

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The motive of access arrangements is to eliminate or reduce barriers that students may face in learning, teaching, or assessments. Teachers must continuously monitor student progress and needs to ensure that the student receives optimal support.

The following table sheds more light on the IB policy for teaching and learning in context to access arrangements and which processes would require authorization from IB. This table also helps outline the arrangements that can be made for students and their corresponding needs.

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	<u>Yes</u>
Extra time (for additional language learners)	<u>Yes</u>
Rest breaks	<u>No</u>
Deferral	<u>Yes</u>
Extensions	<u>Yes</u>
Extra opportunities to retake examinations	<u>Yes</u>
Flexibility in examination location	Authorization required?
Separate room	<u>No</u>
Seating	<u>No</u>
Alternative venue	<u>Yes</u>

Flexibility in presentation of the examination or input	Authorization required?
Access to modification in presentation	<u>Yes</u>
Access to reading	<u>Yes</u>
Reader (for additional language learners)	<u>Yes</u>
Communicators	<u>No</u>
Sign language interpreters	<u>Yes</u>
Aids	<u>No</u>

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Clarification of examination directions	<u>No</u>
Colour naming (for students with colour blindness)	<u>No</u>

Flexibility in method of response	Authorization required?
Word processor (for additional language learners)	<u>Yes</u>
Access to writing	<u>Yes</u>
Access to speech and communication	<u>Yes</u>
Access to a calculator	<u>Yes</u>

Use of human assistance	Authorization required?
Care assistant	<u>No</u>
Prompter	<u>No</u>
Communicator	<u>No</u>
Practical assistant	<u>Yes</u>
Reader	<u>Yes</u>
Scribe	<u>Yes</u>
Designated person to clarify examination directions	<u>No</u>
Designated person to name colours (for students with colour blindness)	<u>No</u>

Non-standard flexibility for an individual student	Authorization required?
Access to reasonable adjustment	<u>Yes</u>

It must be noted that inclusive access arrangements should be made early in term so as to meet the student's learning needs where applicable so that these methods are incorporated as the usual way to access classroom work and tests.

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STANDARDS AND PRACTICES IN ACCORDANCE TO IB GUIDELINES.

- A:9 the school supports access for students to the IB programme(s) and the philosophy.
- B2:8 the school provides support for its students with learning and/or special educational needs and supports 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

ROLES AND RESPONSIBILITIES

Curriculum

Within the school curriculum, Arya Gurukul has made provisions to give students the opportunity to learn about cultural diversity.

We aim to endorse and practice new ways of teaching and learning to help students understand and appreciate diversity through intercultural learning that enables the students to benefit.

We also encourage language learning, be it the mother tongue, the host nation language, or an international language to encourage students to accept and appreciate all cultures and hold them to equal value.

At Arya Gurukul we aim to educate the whole person, to develop students not only academically but also emotionally, physically, and morally to achieve their full potential.

Mentors

We believe in creating a happy learning environment conducive to learning and encourage strong mentor-student relationships to help new students, foreign students, or students with special needs to integrate into the school community.

Arya Gurukul provides training to all its teachers and support staff to ensure that they are equipped to deal with student problems and issues in a culturally sensitive and inclusive way.

IBCP Co-ordinator

Arya Gurukul holds a determined an aspirational vision to create a fully cohesive and inclusive society. One where the rights and access to equitable opportunities for students with special needs are assured and protected.

The IBCP Coordinator ensures that the appropriate information is imparted to students, teachers, and families regarding inclusive assessment under conditions, and with accommodations, that are as fair as possible.

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The IBCP co-ordinator additionally ensures that the curriculum provides teaching and learning activities that are accessible to reduce barriers to participation in learning. This includes but is not limited to:

- collaborative planning and reflection that incorporates differentiation for students' learning needs and styles
- the written curriculum provides opportunities and encourages the school community to reflect on human commonality, diversity and to explore ideas from different perspectives.

The IBCP co-ordinator also provides support in managing the teaching staff and ensuring that all teaching staff collaborate to support the needs of the students within the IBCP.

Teachers

The IBCP teachers are personally responsible in providing support to their students in the classes as the teachers have maximum interaction with their respective IBCP students and receive first-hand feedback from students. Hence the teachers need to ensure that the developed curriculum supports learning and that they can provide accessible teaching and learning activities.

Teachers are solely responsible for creating positive classroom environments conducive to joyful learning of all students. Teachers are constantly encouraged to proactively identify and eliminate barriers to learning in diverse student populations and adapt/ modify curricula, teaching and learning strategies as needed. Teachers must reject the idea that some learners may not be able to learn due to individual deficits but instead sought out new ways and strategies to ensure that all students are given opportunities to learn and catch up to speed.

Teachers need to build a relationship of trust with their students that fosters a sense of belonging to the community, where students feel cared for, understood, valued, appreciated and safe.

Teachers will also need to ensure that students feel included in decisions regarding them in the context of learning. Students must also be encouraged by teachers to develop the attributes of the learner profile and to reflect upon themselves as learners.

Guided by the IB Coordinator, teachers are responsible for developing teaching and learning programmes through carefully thought-out curriculum. This curriculum must be inclusive and should provide equitable access to all students.

Teachers that are also Mentors will be responsible for overseeing the needs of individual students. They will regularly discuss student progress and individual student needs with the IBCP Coordinator and the Head of School

ANTI-DISCRIMINATORY POLICY

Arya Gurukul takes discrimination on any ground very seriously. We levy a no-tolerance policy on discrimination based on gender, social background, ethnicity, religion, disability, or any other factor.

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Owing to its geographical location, Arya Gurukul has a diverse student and parent demographic. Situated in a growing suburb of Mumbai, the students as well as teachers of Arya Gurukul belong to varied ethnicities, religions and socioeconomic factors making it a very vibrant community that learns from each other and appreciates one another. Discrimination on any grounds is taken very seriously at Arya Gurukul with severe repercussions.

We have developed and implemented an inclusion policy that is consistent with these expectations and in accordance with local legislation and school policy.

(Ref- Career-related Programme From principles into practice of IB)
CONFIDENTIALITY POLICY

Arya Gurukul respects the need for confidentiality of all its students and parents. Sensitive information, personal data, records, and student performance records are only shared with assigned guardians. Anyone requesting data on any student, apart from the immediate guardian, needs to provide supporting documents and sufficient reason for doing so. The school counsellor has the right to refuse sharing such data at his/her own discretion.

Strict action is taken against staff members who knowingly share such crucial student data.

Unintentional sharing of information or discussion about a child's behaviour, performance, special needs, learning difficulties, without the intention of helping the child is strongly looked down upon and due action is taken immediately.

PROMOTING INCLUSION AT SCHOOL- ESSENTIALS

- Having a comprehensive and cohesive inclusion and special needs policy in place that is reviewed annually and updated timely.
- Regular meetings with faculty members are conducted to verify that all parties have a clear understanding of the IB expectations.
- Regular briefings with the student's parents / legal guardians to discuss the importance of and changes to the policy if any. As important stakeholders, parents/ stakeholders must be actively involved to assist successful implementation of this policy.

POLICY REVIEW

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

(Ref- Career-related Programme From principles into practice of IB)

Bearing this in mind, this policy is subject to review annually with the participation and contribution of head of school, parents, teachers, IBCP coordinator and school management.

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APPENDIX-

[Counselling file of students.pdf](#)
[Counselling Mail Merge sheet Main sheet.pdf](#)
[Counselling Mail Merge sheet- Reference sheet.pdf](#)
[Daily Record of Counselling Dept- June Day 1.pdf](#)
[Data Base Record of Counselling Dept Grade-5.pdf](#)

BIBLIOGRAPHY

- The continuing quest for inclusion, IB world archive, 2014.
- Access and inclusion policy, International Baccalaureate Organization 2018
- What is IB education? 2017



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