



Inclusive Education Policy

Sanskar School aims to:

- *equip its pupils with a **critical and global outlook** which will make them committed citizens of the world.*
- ***recognize and channelize** the potential of the pupil and develop thinking, communication, social, scientific and interpersonal skills.*
- ***foster cognitive, affective and psychomotor** development and enable the pupil to make connections with the acquired knowledge in his/her everyday life.*

An Inclusive need is "any permanent or temporary diagnosed need that could put a student at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge properly".

Introduction:

The term "**Inclusive Education Need**" is commonly applied to the education of students with perceived individual differences, ranging from intellectual giftedness to autism, ADHD, learning disabilities, delayed milestones with regard to physical development and communication challenges as well as behavioral and emotional disorders. Underlying the school philosophy is the belief that regardless of their individual needs, all students are granted meaningful and equitable access to the curriculum.

The inclusive education facilitators and staff at School are committed to create a facility and atmosphere that supports and encourages all students who opt for the IB/CBSE/IGCSE programmes. We aim to provide all

students the opportunity to undertake the IB/CBSE/IGCSE programme, its assessment and examination in conditions that are fair and equal.

Objectives of the Inclusive Education Policy:

To provide educational opportunities for all the students with learning diversity in a general class room and to facilitate their retention.

To ensure total integration of all children with resource support, facilitators' training and parental counselling.

- i) To ensure that the school environment is conducive to their learning
- ii) To ensure that each student is given access to the whole curriculum through differentiated strategies/ Individual Educational Plan (IEP's)
- iii) To encourage all facilitators to provide equal opportunity for all students
- iv) To ensure that facilitators assume sufficient responsibility for helping the students to learn
- v) To encourage cooperative planning to address learning issues for all students
- vi) To employ specially trained facilitators to provide support for students with learning diversity
- vii) To develop contact with outside professional agencies or individuals to serve as consultants
- viii) To ensure that each student with learning diversity gets adequate counsel and guidance about university opportunities

Inclusive Education Needs in PYP, IGSCE and CBSE

Sanskar School uses a four-step approach to identify and plan for Inclusive education needs:

STEP 1 – Identification of Inclusive Educational Needs

- Checking medical history
- Interviewing parents and family members (if needed)

- Academic ability: Assessment of mental level in comparison to the normal ‘grade level’
- Expert opinion: Formal **IQ**(Intelligence Quotient) testing to be done by a Psychologist (referred by the School, if needed)
- Assessment by Class teacher or Subject teacher: This is done using a specific ‘form’ provided by the remedial center with some criteria related to academic subjects and behavior of the student in the mainstream class.

STEP 2 – Interventions

Specific interventions for delay in the following areas are undertaken and arranged by teachers in collaboration with the IE Coordinator, in order to establish whether or not there are Inclusive educational needs which are contributing to the delay, or whether there are other barriers to learning.

- i) Communication and Interaction (Speech and Language)
- ii) Cognition and Learning (e.g. English and Maths)
- iii) Social, Mental and Emotional Health
- iv) Sensory and Physical

It is expected that there is more intensive support in the earlier years in school, with higher numbers of interventions which should then be reduced later on. It is hoped that there is considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities if these short-term interventions fail to have a significant impact on narrowing the gap for children falling behind.

STEP 3 – A graduated response

Once a potential Inclusive Educational Need is identified, four types of actions should be taken to put effective support in place:

- i) Assess
- ii) Plan
- iii) Do
- iv) Review

Inclusive Services and teachers with additional Inclusive qualifications are called upon to provide specific interventions or strategies to be followed by all adults coming into active learning situations with the child. Where a student is receiving IE Support, schools contact parents regularly to set goals, discuss the activities and support that help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at IE Support Level is monitored two times per year by the school tracking system and by the steering committee.

A full report on the progress of children is presented to the Governing Body once per year and the identified IE Governor is encouraged to take a full challenging role regarding the progress of these children with the steering committee.

STEP 4 - Differentiated work

Many students may experience delay in their learning and may not make expected progress for a variety of reasons. Many have differentiated work prepared for them by their class teacher in conjunction with the support staff which is in addition to and different from the curriculum available for the majority of children of their age. Progress at this stage is tracked by the schools' Tracking Systems and parents are kept informed.

Methods of Differentiated Instruction

An Individual Education Plan (IEP) for each child which may include:-

- ✓ Curriculum Adaptation: Creation of a differentiated curriculum to suit each learner's needs.
- ✓ Flash Cards and Sight words
- ✓ Story – telling
- ✓ Role Play
- ✓ Variation of teaching styles to meet diverse learning styles.

Community awareness, sensitization and respect

Sanskar believes that the whole community has a role to play in the learning, growth and development of every student with special needs. Hence, it ensures that the entire community is made aware of the need to respect those who are differently abled. Every effort is made to educate all members of the teaching community, the Administration staff, the support staff, grade level peers and student leaders about the possible ways of ensuring safety and inclusion of special students.

Visual and performing arts and Special Needs

The Arts, both visual and performing, have also been seen to help Special Needs students to develop confidence which then gets carried over to building confidence in their academic areas. So, Sanskar's philosophy of integrating the arts into the teaching of every subject will be greatly advantageous to Special Needs students.

Evaluation:

Every month an evaluation is undertaken to track the progress of each child. This is done using tools like listening, speaking, reading, writing and even drawing. The outcome of the evaluation determines the 'goal' to be set up for the subsequent period.

Documentation

The School maintains confidential records of every student from Grades K-12 with learning needs and when necessary recommends to the parents that professional assessment from an outside recognised agency be carried out. Continuous evaluation along with each student's goal sheet will be maintained. Some of these goals will also need to be worked on at the student's home by the care givers.

Reporting

The school provides an evaluation report to the parents after every term. This term-end evaluation report is made on the basis of monthly anecdotal reports of each child, with the approval of the Principal.

Access arrangements available during Assessments / Evaluations for CBSE and IGCSE Students.

Hearing Problems

- i) A version of the question paper where the language has been modified: for candidates with severe hearing loss.
- ii) An exemption for either the listening or the speaking paper in a language exam.
- iii) Extra time (1 Hour) for written papers: if the candidate has literacy difficulties, which means they are slower to show understanding of written questions.
- iv) A transcript with live speakers: for candidates who are used to lip reading.

- v) Sign language: to help candidates read the question paper but not to provide any other support. Sign language must not be used in language examinations.

Other Physical disabilities:

- 1) A scribe or personal assistant: for those candidates who cannot use one or both of their hands.
- 2) An extra time allowance of 30 min to 1 hour.
- 3) Supervised rest breaks: For candidates who tire easily or have an illness which could cause them to have a fit. You may decide to provide separate invigilation for this candidate so that other candidates are not disturbed.
- 4) A word processor: For candidates who can type but cannot write.
- 5) A transcript: for candidates who can write but whose writing is difficult to read.
- 6) A word processor: For candidates who are able to use a word processor you may choose to make this arrangement, rather than providing a scribe.
- 7) You can allow the candidate to be read to aloud under separate invigilation but readers are not allowed for language exams.

Inclusive Education in CBSE

EXEMPTIONS/ CONCESSIONS RULES APPLICABLE FOR BOTH CLASS X & XII BOARD EXAMINATIONS

A. GENERAL EXEMPTIONS /CONCESSIONS

1. Issuing Authority of Medical Certificate

The medical certificate issued by the following agencies/organizations will be considered for granting concessions to Disabled candidates:

- i) Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments from the Chief Medical Officer/Civil Surgeon /Medical Superintendent.
- ii) Disability Certificate(s) issued by Recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc; and
- iii) Disability Certificate(s) issued by Non- governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/State Government of the Respective State.
- iv) The disability certificate issued by the competent authority at any place shall be accepted.
- v) The proforma of the certificate regarding physical limitation for

an examinee to write is annexed at **Annexure-A**.

2. Facility of Scribe and compensatory time.

- i) Candidates with disabilities as defined in The Rights of Persons With Disabilities Act 2016 are permitted to use a Scribe or allowed Compensatory time as given below or both:

For paper of 3 hours duration: 60 minutes.

For paper of 2½ hours duration: 50 minutes

For paper of 2 hours duration: 40 minutes

For paper of 1½ hours duration: 30 minutes

- ii) For Categories of disabilities for which scribe/reader/writer/adult prompter is permissible please refer to the Annexure-C

3. Appointment of Scribe and related instructions

- i) The candidate shall have the discretion of opting for his own scribe/reader or request the examination centre for the same.
- ii) In case Scribe/Reader is provided by Examination Centre, the qualification of Scribe should not be more than the minimum Qualification criteria of the examination, however, the qualification should always be matriculation or above.
- ii) In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidate taking examination. The person with benchmark disabilities opting for own Scribe/Reader should submit the detail of the own scribe/Reader as per proforma at Annexure-B Candidate shall also have the option of meeting the scribe two days before the examination.
- iv) Candidates will be allowed to change Scribe/Reader in case of emergency. The candidate shall also be allowed to take more than one scribe/reader for writing different papers specially for languages. However, there can be only one scribe per subject.
- v) Centre Superintendent of the examination centre concerned shall forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and of the scribe.
- vi) Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination.

- vii) Services of Scribe shall be provided free of cost.
- viii) The Scribe shall be paid remuneration by the Centre Superintendent as per norms of CBSE.

4. Other General instructions/ facilities

- i) To facilitate easy access, a few selected schools are made examination centres for special students.
- ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres for visually handicapped. However, precaution is taken to appoint different subject teachers on different days.
- iii) Answer books of Candidates with Benchmark Disabilities are sent separately by the Centre Superintendents to the concerned Regional Office
- iv) A separate column is provided on the title page of the answer book for indicating the category of disability.
- v) Use of calculator is not permitted in any of the examinations conducted by the Board
- vi) Magnifying glass/Portable video magnifier is also allowed to Visually Impaired candidate.
- vii) For Categories of disabilities for which Computer is permissible please refer to the Annexure-C.
- viii) Computer will be allowed as per the actual need and skills of the students with disabilities duly supported by certificate issued by registered medical practitioners / qualified psychological consultants recommending use of Computer facility for writing the examination citing the ground on which recommendation for use of computer has been made. Such permission shall be subject to the followings:-
 - a) Use of computer shall be limited to only for typing answers, for viewing the questions in the enlarged font size, for listening the question items. Concerned candidate shall bring his / her own computer or laptop duly formatted and the Centre Superintendent shall allow such candidate after an inspection by the Computer teacher and the same teacher may do the monitoring of the use of the computer. Centre Superintendent may compensate for the loss of time, if any, and record the same.

- b) The computer / laptop brought by the candidate will not have any internet connection so as to maintain the sanctity of the examination.
 - c) The candidate shall use the computer / laptop only for the purpose for which permission has been taken.
 - d) Such requests along with specific recommendation by the competent medical authority / qualified psychological consultants, shall be sent to the concerned CBSE Regional Office.
 - e) Responsibility for use of computer shall lie on the candidate and Board shall not be liable for any consequences arising out of any mis-happening on account of use of computer.
- ix) Provision of Reader to read the question paper in case student with disability does not want scribe facility will be allowed but the Role of Such Person will be limited to Reading of Question Paper. Request for such permission should be made by the candidate through Principal with specific recommendation by the registered medical practitioners / authorized psychologist. Such cases will be referred to the CBSE Regional Office by the school Principal and permission will be accorded on case to case basis based on merit. Such candidates will not be allowed to use scribe facility.
- x) For Categories of disabilities for which relaxation in attendance is permissible please refer to Annexure-C. Relaxation in attendance upto 50% may be considered for candidates with disability who are unable to attend the school for prescribed days. Such recommendations with attendance details must come from the Principal of the school of the candidate alongwith supporting certificate from the registered medical practitioners / authorized psychologist.

5. Fee

Registration and Examination fee for classes IX, X, XI, and XII will not be charged from visually impaired candidates

B. SPECIFIC EXEMPTIONS/CONCESSIONS

(1) CLASS Exemption from third language X

Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 will be exempted from third language.

2) Flexibility in choosing subjects

(a) Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board.

Besides one language any four from amongst the following groups can be offered:

Group-1:

Mathematics, Science, Social Science, another language, Music (Any one), Painting, Home Science, Elements of Business, Elements of Book Keeping and Accountancy, Computer Applications.

Group-2:

Any One Skill Subject (except Automotive) for Regular Candidates Only

Note: Information Technology from Group 2 cannot be offered if Computer Applications from Group 1 is opted.

(b) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking up Music, Painting, Home Science as the subjects of study.

c) Physio-therapeutic exercises are considered as equivalent to Health and Physical Education course of the Board.

3) Alternate questions /Separate Question

i) Alternative type questions are provided in lieu of questions having visual inputs for visually impaired candidates in the subject Social Science.

ii) With effect from 2020, in lieu of large font Question Papers, candidates will be allowed to use magnifying glasses/portable video magnifiers.

CLASS XII

1. Flexibility in choosing subjects.

Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking Music(Any one), Painting, Home Science as the subjects of study.

2. Separate question paper and questions in lieu of practical

component.

(a) Disabled candidates are given separate question papers containing Multiple choice questions based on Practical component in lieu of practicals in the subjects of Physics, Chemistry and Biology

(b) Question papers administered in the subjects of Physics, Chemistry, Mathematics and Biology are without any visual input

(c) Alternative type questions are provided in lieu of questions having visual inputs in the subjects of History, Geography and Economics

Note: For Categories of disabilities for which separate question paper is permissible

Students studying in schools affiliated to the Board and desirous of availing the exemptions/concessions should approach the concerned Regional Office of CBSE through the Head of their Institution preferably while in Class IX and/or XI. The request should be supported by relevant medical certificate and recommendation from the Head of the School/Institution. Only those students would be considered for grant of exemption/concession in whose respect relevant category has been entered during registration in Class IX and/or XI.

Advisory to schools as per the Guidelines of Inclusive Education of Children with Disabilities (IECD):

- a. Ensure that no child with special needs is denied admission in Mainstream Education
- b. Monitor enrolment of disabled children in schools
- c. Schools to provide support through assistive devices and the availability of trained teachers
- d. Modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs
- e. Ensure that the school premises are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings have barrier free access for the disabled
- f. Ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software
- g. Ensure adequate number of sign language interpreters, transcription services and a loop induction system for the students with Speech Language disability
- h. Revisit classroom organization required for the education of Children With Special Needs

- i. Ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

Inclusive Education in IGCSE

Access arrangements Access arrangements are pre-exam arrangements that minimize access barriers for candidates with special educational needs, disabilities or temporary injuries/illnesses. Used appropriately, access arrangements can enable candidates with specific needs to demonstrate their knowledge, skills and understanding without changing the demands of the assessment. There are two groups of arrangement: Group 1: Access arrangements (you must tell us if you plan to use these). Group 2: Modified question papers (you must apply for these).

Types of access arrangement Access arrangements:

Access arrangements	Modified question papers
Colour naming	Braille paper
Computer reader	Coloured paper
Exemptins	A4 18 point bold
Extra time	18 point bold enlarged to A3 1
Human reader	A3 unmodified
Practical assistant	Modified carrier language
Prompter	Tactile diagrams
Readding aloud(candidate)	Live speaker (Transcript of listening CDs)
Reading pens	
Scribe	
Supervised rest breaks	
Supplementary aids	
Transcript	
Voice-activated software	
Word processor	

Inclusive Education in DP

Admission in Diploma Programme:

- 1) Students with special needs seeking admission must submit appropriate medical / professional documentation.
- 2) The DP coordinator is notified of the same. The parents of the students

remain in contact with the DPC to discuss the progress or the problems faced by the child

Identification of Potential Candidates for Special Needs Education:

The DPC evaluates and reviews the medical and professional documents and conducts an appraisal based on which he/she may recommend testing of a student for a specific disability. Formal (psychometric) and informal tests are conducted as required to support the facilitators with methods and strategies to cater to individual needs.

The DP coordinator informs teachers of IB about the students with special needs so that necessary arrangements are made by them to help the students. Internal communication with regard to special education needs of each student are facilitated by the DPC. The DPC, teachers and parents along with students work in collaboration so as to acquire the desired results.

Potential candidates for special needs education are identified on the basis of:

- Their medical history.
- Noticeable discrepancies between their current level of academic performance and that of the same-age peers.
- Perceived difficulty in studying.

Those students who do not deliver desired results academically may not be put in this category except when it is observed that the student is not being benefitted from the general education curriculum at all.

Temporary Special Needs:

- Temporary special needs may result from accidents / illness etc. Such needs are reported to the DP coordinator as soon as possible after the problem arises together with the case history and professional reports regarding the candidate.

It is recommended the parents be forthcoming regarding special needs of their child and cooperative with regard to concerning professional documentation.

Teachers in the IBDP show their understanding and awareness of the issues relating to:

- 1) The learner's cognitive system and its structure is based on the mental

hierarchical representation of the world.

- 2) How the learner's cognitive system provides meaning and organization to experiences.
- 3) The process by which meaningful learning takes place, specifically, and integrative reconciliation assisting in comprehension and recall.
- 4) Factors effecting students learning process, particularly with regard to inquiry based learning.
- 5) How best to attend to student's unique need.

Inclusive Assessment arrangements for IBDP:

Based on the suggestions or recommendations in the medical or psycho – educational reports and the subsequent approval from IB Cardiff (as required), the following assessment arrangements can be made on a case-to-case basis:

- Additional Time: this could be 25% extra time, which is mostly the case. This could vary from 10% to 50% depending on the severity/ extent of support required by the learner e.g. candidates using examination papers in Braille.
- Additional breaks: 10 minutes per hour is normally authorized. During this break period the student is not allowed to read/ study/ talk/ disturb others and is under supervision.
- Use of Information and Communication technology (ICT): such as computer, voice activated technology (generally for internal assessments such as extended essay and TOK essays) and augmentative speech equipment.
- Use of amanuenses or scribe
- Use of a reader (who could also double up as the scribe for the same student)
- Use of a communicator: For the hearing impaired, a communicator will convey the information through lip synching, figure- spelling or sign language.
- Use of a prompter: For a student with severe attention issues, a prompt is non-verbal – such as a gentle tap on the arm/desk/table.

MODIFICATIONS TO EXAMINATION PAPERS

For the visually impaired-

- Examination papers in Braille
- Enlarged print/ font
- Printing on coloured paper
- Modifications to the visual complexity- Simplification of layout or visual content without compromising on the assessment objectives of the exam paper.
- Examination is taken in a separate room.
- Audio recording of examination papers

Audio recording of responses to examination papers- This is not permitted for group 1 and 2. This is not permitted in examinations that require producing visual material (illustrations, tables, diagrams or maps). The recording is then transcribed verbatim by a person appointed by us (the school) and submitted for grading. The recording is retained until the close of the examination session.

Transcriptions- A transcript is justified for a student with a valid psycho-educational assessment or a physical disability with very poor handwriting skills and who cannot use a computer.

Alternate venues for examinations- In case of an illness or under medical advice the student may take the examination in a hospital or home after the school obtains necessary permissions from IB.

Basis for inclusive assessment arrangements:

Compensatory arrangements for IBDP candidates requiring learning support are made based on the following principles:

- The IB ensures that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning diversity.
- Special arrangements are intended to reduce the adverse effects on a candidate with learning diversity when demonstrating his or her level of attainment. The assessment arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- The assessment arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or course results.
- If it can be demonstrated that a candidate's lack of proficiency in his or

her response language (English) arises from a diagnosed need, assessment arrangements may be authorized. This is not applicable to Group 2 courses.

Access to extensions and exemptions

Extensions to deadlines

- In order to be eligible to use extensions to deadlines as an inclusive assessment arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented him/her from completing work in time for the coordinator to submit the work (or marks to the IB Assessment centre in the case of internal assessment).
- An extension will normally be authorized for a period of four weeks, although a longer period will be considered in exceptional circumstances.
- A request for an extension to a deadline must be received at the IB Assessment centre before the normal deadline. An extension to a deadline will not be authorized retrospectively.
- The IB Assessment centre is responsible for advising an examiner that a candidate's work will arrive after the normal deadline and not the coordinator.
- If the candidate's work arrives after the normal deadline, there may be a delay in the issue of results.

Exemptions from assessment for IBDP

- Exemptions are not normally granted for any assessment component of the Diploma Programme.
- However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized. Before submitting a request for an exemption from a component, careful consideration should be given to see whether all reasonable adjustments have been considered.
- Authorization for an exemption will only be given when there are substantial grounds for an exemption. A candidate's inability to perform the functions required by the component must be clearly and fully documented.
- All Diploma Programme candidates are required to take two languages, without exception.
- A Diploma Programme candidate with severe dyslexia will not be exempt

from the requirement to take a second language.

- If a Diploma Programme candidate is unable to complete all requirements for CAS (Creativity, Activity, Service) owing to a medical condition, the coordinator must contact the IB Assessment centre for advice.

Responsibilities of the school for a candidate in the Diploma Programme

- Before accepting a student with any form of learning diversity, as a candidate for the Diploma Programme, the school shall consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- The Admission Form requires a student to declare any form of learning diversity along with details of the accommodations/concessions/assessment arrangements provided up to the 10th grade. This needs to be accompanied by supporting documentary evidence in terms of a letter of approval from the 10th grade Board conducting the Examination along with the Psycho-Educational Report stating the specific nature of learning diversity.
- Based on the above documentary evidence, careful consideration will be given to a candidate's choice of subjects. Some subjects may pose particular difficulties such for a candidate.
- To accommodate a candidate with assessment arrangements, the coordinator will consult all teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- Before submitting appropriate documentation to the IB Cardiff, the school will obtain consent from the candidate and/or the candidate's parents or guardian.
- The school will make all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support cannot be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The school will not pay a fee or expenses to a person providing support, nor will the school pay for the hiring or purchasing of special equipment.

Steering Committee

Sanskar School IE Policy steering committee comprises of -----

- Head of School
- Vice Principal
- IBDP Coordinator
- IBPYP Coordinator
- IE Coordinator
- IE department
- IGCSE Coordinator
- CBSE Coordinators
- Section Coordinators
- Two facilitators per programme

Policy as a document in progress:

The Inclusive Educational Policy, will be revisited each year as it will evolve with every group of new students and teachers. The policy will then be discussed by the facilitators, the section coordinators, the IE Coordinator, PYPC, DPC, Vice Principal and the Head of School.

Necessary changes will be incorporated after collaborative discussions.

References:

IB. (2013). *Candidates with assessment access requirements*. Cardiff, Wales GB CF23 8GL: IB.

IB. (2013). *Candidates with special assessment needs*. Cardiff, Wales GB CF23 8GL.

IB. (2013). *Meeting student learning diversity in the classroom*. Cardiff, Wales CF23 8GL: IB.

SANSKAR SCHOOL

ESSENTIAL AGREEMENT FOR INCLUSIVE EDUCATION POLICY

The entire faculty at Sanskar School agrees:

- To use a range of Assessment strategies and tools for special students.
- To use assessments as feedback to improve learning in students with special needs.
- To record and report student progress as per the SEN Policy.

Approved by consensus of the faculty in March, 2016. Revised by the school in April, 2017.

Revised by the school in April, 2018.

Revised by the school in April, 2019.

Revised by the school in January, 2020.

Revised by the school in October, 2021.

Revised by the school in May, 2022.

Revised by the school in June, 2023.

APPENDIX

I, _____, student of Sanskar School
Studying in Grade _____, hereby undertake to abide by the
terms mentioned in the Inclusive Education Policy.

Signature of the student

Signature of the parent

Date: