



DPSI Access and Inclusion Policy

DPSI Vision:

A compassionate, future-focused community nurturing critical thinkers who are ethical and responsible global citizens.

Mission

- Cultivate future-ready competencies through authentic, inquiry-driven learning experiences.
- Inspire lifelong learning by nurturing curiosity, reflection and agency.
- Foster well-being and belonging in a safe, inclusive and values-driven community.
- Support ethical leadership and sustainability through local and global action.
- Encourage partnerships for impact by connecting learners, educators and communities across boundaries.

School Motto

Service Before Self

School Values

Fairness, Integrity, Resilience, Empathy

Following IB Programme standards and practices were kept in mind while drafting the policy

Standard and Practices -2020

Environment (02)

- Student support 2: The school identifies and provides appropriate learning support. (0202-02)
- Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Culture (03)

- Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

OVERVIEW AND INTRODUCTION

DEFINITION

At DPS International, inclusion is an ongoing process of identifying and reducing barriers to learning, participation and engagement so that every student has equitable access to learning, teaching, assessment and all aspects of school life.

Inclusion recognises and values learner diversity, acknowledging that students bring different strengths, abilities, experiences, identities, languages and learning needs to the school community. The school seeks to respond to this diversity through appropriate support, differentiated approaches, reasonable accommodations and inclusive practices that enable all students to participate meaningfully and work towards their full potential.

A student may require additional or specialised support when a learning, physical, sensory, social-emotional, behavioural, communication or other identified need creates a barrier to accessing or participating fully in learning and school life. Support is determined according to the individual needs of the student, resources available and may include appropriate interventions, learning support and inclusive access arrangements.

Differences in a student's home language or language of communication are recognised as part of learner diversity and, on their own, are not considered evidence of a learning difficulty or disability.

PURPOSE:

This policy guides teachers, parents, and the whole school in providing effective support to the diverse range of IB students. These difficulties may be related (but not restricted) to barriers of language, ability, emotional and mental wellness, economic deprivation, gender and sexual identity, ethnicity, medical issues, impairments, and/or other long-term challenges.

The policy supports the practice of access and inclusion in DPSI to enable all students to participate fully in learning, teaching and assessment (formative and summative) by reducing and removing barriers using appropriate and well-planned access arrangements.

This policy follows the whole-school approach to inclusion, where all educators are involved in access and inclusion, including teachers, learning support facilitator or team and counsellors. It is intended for all school leaders, programme coordinators and IB educators. The mission is to develop a more diversified community by giving a chance for IB education to all.

PRINCIPLES OF INCLUSIVE SUPPORT AT DPS INTERNATIONAL:

DPSI supports its students' diverse learning needs and also empowers the teachers to support learning as per the IB and school mission. The school identifies students who may require additional support, including those with:

- Learning disabilities
- Giftedness (PYP & MYP)
- English as an additional language (EAL/ESL)
- Emotional, behavioural, or social challenges
- Physical limitations- mobility or sensory needs by understanding their specific learning needs, scaffolding their learning and differentiating the curriculum.

DPSI has a Counselling and Learning Support Department that comprises psychologists, counsellors, and special educators to provide efficient learning support services. The team is trained in a wide spectrum of disorders/disabilities, ranging from Cognitive (Learning disabilities, giftedness, or processing challenges, etc), Physical (mobility issues or sensory impairments), Social-Emotional (behavioral challenges, mental health concerns, or trauma), to Language (students with English as an Additional Language - EAL/ESL).

DPSI believes in providing the best education to all, therefore, there is an unbiased consideration of each admission application to evaluate if the school is able to provide equal opportunity to succeed. The seats in the Counselling and Learning Support department are limited and admissions are subject to the availability of seats and available resources.

Inclusive values at DPSI can be reflected through the following:

- Effective whole-school policy (all four IB programmes: PYP, MYP, DP and CP) and parental involvement;
- Provision of intensive early intervention and providing appropriate resources, e.g., writing software, immersive readers, laptops to students in need of support;
- Intervention-based counselling as a supportive intervention for those students experiencing behavioural and social-emotional concerns
- Consistent enhancement of classroom-based learning and effectively dealing with learning difficulties at all levels within the school;
- Additional Adult support for the use of lifts, wheelchairs etc. over a duration of time.
- Support students experiencing low achievement and/or learning difficulties through a team approach which involves the students themselves, their teachers, parents and relevant support personnel;
- A process in place to support students with low achievement in literacy and numeracy.
- Establish effective home-school partnerships, including the development of support strategies for parents;
- Develop and implement individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the student. These programmes are drawn up and implemented collaboratively by the student's form tutor, learning-support teacher and parents.

LOCAL / NATIONAL LEGAL REQUIREMENTS

DPS International aligns its Inclusion Policy with applicable national and state legal and regulatory frameworks that promote equitable and inclusive education. In accordance with the Right of Children to Free and Compulsory Education Act (RTE), 2009, the school promotes non-discriminatory access to education and equitable participation for all learners. In compliance with the Rights of Persons with Disabilities Act (RPwD), 2016, the school provides reasonable accommodations, accessible infrastructure, appropriate learning resources and individualised support to facilitate the meaningful participation of students with disabilities. The school also follows the principles of the National Education Policy (NEP), 2020, as a national policy framework promoting inclusive pedagogy, flexible approaches to learning and support for diverse learners.

DPS International regularly identifies and reviews applicable legal and regulatory requirements relating to access, inclusion, disability and equitable participation in education. The school distinguishes between statutory requirements and national policy guidance and periodically reviews its policies,

procedures and practices to ensure continued alignment with applicable requirements and current educational guidance.

Implementation and Compliance

DPS International implements these requirements through a whole-school approach to inclusion. This includes:

- equitable and non-discriminatory admission practices;
- early identification of barriers to learning and participation;
- a defined referral and learning-support process;
- provision of reasonable accommodations and appropriate learning support based on identified student needs;
- accessible infrastructure and resources to support participation;
- differentiated teaching, learning and assessment practices;
- development, implementation and regular review of Individual Education Plans (IEPs), where appropriate;
- provision of appropriate inclusive access arrangements for assessment in accordance with current IB requirements;
- collaboration with students, parents, teachers, counsellors, learning-support staff and external professionals, where appropriate; and
- regular monitoring and review of the effectiveness of support provided.

The Head of School, school leadership, programme coordinators, Counselling and Learning Support Department, teachers and other relevant staff share responsibility for ensuring that these requirements are implemented consistently across the school.

INCLUSION PRACTICES AT DPSI

At DPS International the Counselling and Learning Support Department provides various forms of support for children who face barriers to their learning. The support is given to students who are not able to make progress despite in-class interventions and differentiated teaching. The type of support offered, throughout the school:

- counsellors, learning support /EAL/ESL teachers.
- individualized sessions, which are push-in sessions (working with the student in a small group/ 1:1 to help the student take part in class activities) and pull-out sessions (working with the student individually with a specific learning need that cannot be supported in class).
- one-on-one counselling sessions, maintaining the professional ethics of counselling.
- strategies to support, such as differentiated instructions, technology integration, and personalized learning plan (IEP) with recommended accommodations and modifications as detailed in diagnostic reports from medical, educational or psychological professionals with appropriate qualifications and/or professional licenses.
- infrastructure support with manpower and material to overcome physical barriers to movement.

Some students do not have a diagnostic report from a specialist but have been identified and referred to the Counselling Learning Support Department based on observations made by their form tutor, co-form tutors and subject teachers. These students are unable to meet the grade level expectations despite in-class interventions and differentiated teaching. These students are informally assessed/screened by the School Counsellors. They are supported with either push-in/pull-out lessons or strategies and resources and are assigned to the teachers to help support these students in class.

The school provides its students with Learning Support requirements, an inclusive and integrated setup across classes and further encourages them through school activities and events. They are offered full access to a broad, balanced and relevant education, including an appropriate curriculum. Each student is allowed to achieve their potential and become a confident learner. Students with Learning Support requirements are included with their peers in most of the activities. The school recognises the vitality of Learning Support and henceforth, the staff and parents take the responsibility for supporting student education and other specific need(s) based on the accommodations and strategies suggested by the learning support facilitator.

Implementation of Inclusive Practices at DPS International:

At DPSI we promote the following whole-school approach for all IB Programmes:

- identifying a child at risk as quickly as possible and taking early action to meet these needs;
- planning strategically to improve accessibility of the school's premises (ramps and lifts for students with physical disabilities and mobility needs) and curriculum for all students;
- continuously address the need for differentiation inside classrooms, in work assignments, and assessment planning;
- monitoring progress and reviewing goals regularly;
- working in partnership with parents by making regular contact to share progress;
- working in partnership with students to reach targets and goals;
- liaising and seeking assistance, where appropriate, from outside agencies;
- developing positive self-esteem and positive attitudes about school and learning in these students;
- enabling these students to monitor their learning and become independent learners;
- providing additional support and resources for the students below par with literacy and numeracy;
- involving parents in supporting their children's learning through effective parent-support programmes;
- promoting collaboration among teachers in the implementation of whole-school policies and orientation sessions for the new teachers to get them familiarised with the school's inclusion policy.

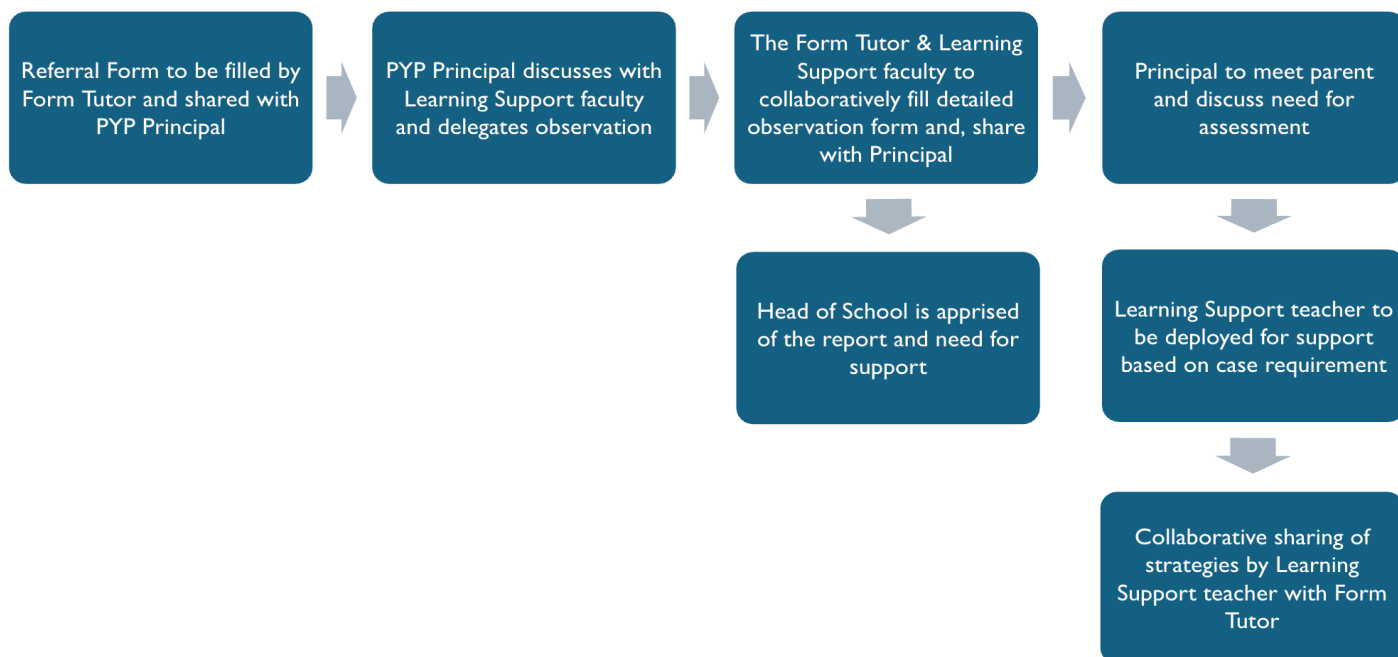
Identification: Process and Procedure

(i) Admissions screening process:

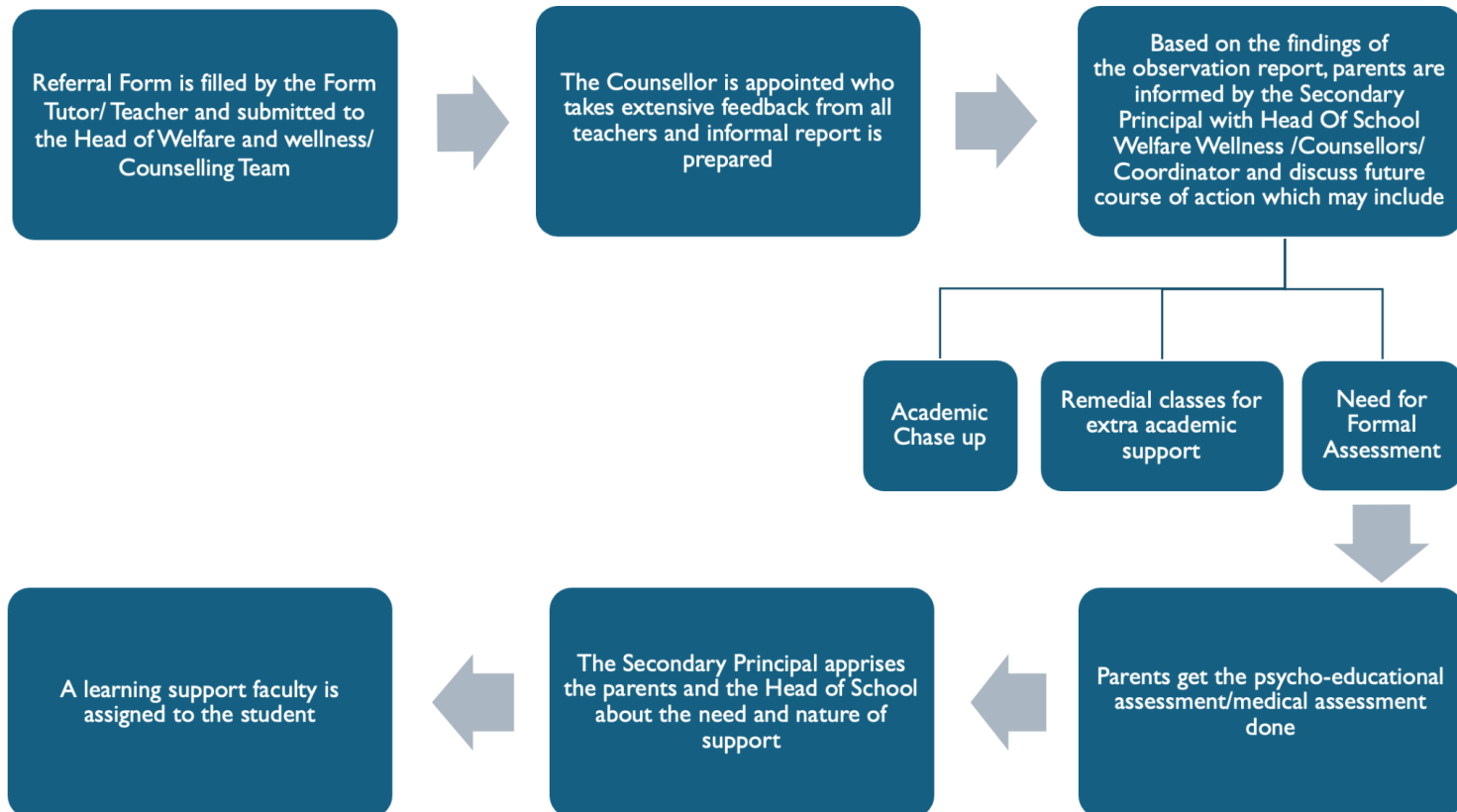
- All students applying for admission to DPS International are assessed to determine current levels of performance in literacy and numeracy.
- The DPS International Admissions team analyses previous school records and information given by the parents to determine the potential need for Learning Support. The former school of every new student is asked to forward any details of the Learning Support provided in addition to all appropriate testing results that are available. DPS International may also request a statement of medical history, including any significant health, social and/or emotional needs, psychoeducational report and information on additional services currently (or previously) provided. The final decision is taken when the above-mentioned documents are discussed by a specialist team comprising the Counsellor, Head of School Welfare and Wellness, Primary / Secondary School Principal and Head of School. The authenticity of the documents is an important deciding factor in the final admission.
- Any student identified as potentially needing Counselling or Learning Support with a diagnostic report should be assessed by the Principal in the primary, Head of School Welfare and Wellness, the School Counsellor or Learning Support Teacher and a report shall be given to the Admissions department with details from findings and recommendations.
- The learning needs of students and the diagnosis are discussed with the Head of School Welfare and Wellness, Counsellor/Learning Support teacher, school management, and other relevant staff. Parents are then informed if the school can meet the needs of the student.

(ii) Counselling & Learning Support Referral Process

PRIMARY SCHOOL



SECONDARY SCHOOL



Specialist Support Involving Professionals (Assessed by an External Agency with established professional standards)

If the child is not making sufficient progress, the Counselling and Learning Support Department suggests a psycho-educational assessment by an outside agency, based on the student's needs as follows:

- little or no progress, despite receiving support in school through, remedial, academic-chase-up and counselling.
- continued difficulty in developing literacy or numeracy skills.
- sensory or physical problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.

The School Principal, Head of School Welfare and Wellness/Counsellors/Coordinator, meets the parents to discuss the informal observation report and to suggest a professional assessment by an external RCI-certified professional, according to the progress and needs of the student.

The report from an external professional must be legible, on a document with a letterhead, signed and dated, stating the title, name and professional credentials of the person(s) who has undertaken the testing or who is writing the report. The state of the student's performance should be assessed on standardised psychological tests, and the report must contain standardised scores in the areas that have been observed or identified as challenging for the student (where applicable).

Where an IEP is considered appropriate based on the student's identified learning and support needs, it is developed collaboratively by the Learning Support team in consultation with relevant teachers, the student and parents, as appropriate. The IEP identifies appropriate learning strategies, support and accommodations. Where applicable, inclusive access arrangements for assessment are implemented in accordance with current IB requirements. The IEP is reviewed each term, and supporting professional documentation is reviewed periodically and updated where required, in accordance with the student's needs and applicable IB requirements.

When the student transitions from primary to secondary school, the student's progress and inclusive arrangements offered in primary school are shared with the secondary school counterparts.

All members of the DPS International community have the right to be treated with dignity, fairness and respect and to participate in a safe, supportive and inclusive environment. Students have the right to equitable access to learning, teaching and assessment, appropriate support and reasonable accommodations based on identified needs, respect for their privacy and confidentiality, and opportunities to participate, where appropriate, in decisions concerning their learning and support. Parents have the right to be informed and involved in decisions relating to their child's learning and support. Staff have the right to access the information, resources, guidance and professional learning required to support students effectively.

Roles and responsibilities of:

Form Tutor /Co-form tutor and Subject teachers:

- discusses concerns about students in their class with the Counselling and Learning Support team if they have concerns about a student's academic performance, behaviour, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks.
- records concerns and keeps a log of observations and steps they have taken to help the student.
- differentiates teaching to meet the needs of all students in his/her class using a multimodal approach to address learner variability in classroom teaching;

- builds on the strengths of each child, enhancing the student's self-esteem;
- creates an environment where all students are accepted for their differences;
- plans and collaborates with the Learning Support teacher regularly;
- shares lesson plans and necessary learning resources in advance with the Learning Support teacher to facilitate in-class support sessions;
- maintains frequent and positive communication with parents by sharing information about the regular programme and extra support provided.

Counsellor and Learning Support Teacher:

- promotes a school-wide understanding of learning differences.
- coordinates the development of the IEP with the teachers concerned, under the guidance of the Primary School Principal in primary school, and of the Head of School Welfare and Wellness and the Secondary School Principal in secondary school; also supports parents in understanding and reinforcing the student's specific needs within and outside school.
- plans lessons for pull-out support sessions and assigns homework if necessary.
- provides support to students receiving learning support during in-class sessions, both in virtual and physical classrooms/subject teacher planning for guidance.
- provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support.
- sensitizes fellow students to practice respect and empathy towards students needing support so as to ensure they feel cared for at all times.
- maintains frequent, effective and positive communication with parents by sharing information about Counselling or Learning Support.
- keeps all records updated and filed as appropriate.
- participates in ongoing professional learning and maintains a personal portfolio of professional development activities relevant to Inclusion, Counselling and Learning Support.
- suggests possible resources or strategies that could be used in support of the child at home.
- ensures all eligible inclusive access arrangements are provided to the child during assessments as per IB guidelines.
- coordinates with the school examination team in streamlining the accommodations.
- contact outside agencies for informal advice and further information.
- maintains confidentiality in the safekeeping of reports and records.

The Programme coordinators:

- ensure the registration of the students (MYP5, DP2 and CP2) under inclusive access arrangements for IB Examinations.
- share the updated IB-related resources and information with the school.
- liaise and coordinate with the IB office for any information and support needed, specific to the case.

Head of School Welfare and Wellness:

- supports the Counselling and Learning team during parent-teacher meetings, when necessary.
- communicates the Counselling and Learning Support procedure to the staff.
- promotes using the IEP as one of the primary means of tracking student progress.
- promotes and encourages SEL (social-emotional learning) across the school to address the diverse

needs of students.

- updates and upskills the teachers to address the diverse needs of the students.
- coordinates with programme coordinators to track, review and strategize plans to support students with inclusive needs.

Wellbeing and Service Lead for Primary School:

- promotes and encourages access to social-emotional learning to address the diverse needs of students.
- updates and upskills teachers to address the diverse needs of their students.

The School:

- is responsible for reviewing and updating Inclusion policy and procedures.
- provides sufficient human resources and other resources to address the diverse needs of students.
- ensures safety and addresses physical and medical constraints by making provisions for students to use ramps, lifts (with adult supervision) and the infirmary.

The Students:

- participate actively in their learning and in the development and review of their individual learning goals and support plans, where appropriate.
- communicate their learning needs and challenges to teachers and support staff, where appropriate.
- use the accommodations, learning-support strategies and resources provided to them responsibly.
- seek support from teachers, counsellors or Learning Support staff when needed.
- respect individual differences and the diverse learning needs of others.
- demonstrate empathy and contribute to a safe, respectful and inclusive learning environment.
- work towards the learning goals and targets agreed upon with teachers, Learning Support staff and parents.

The Parents:

- provide the form tutor and the learning support teacher with any relevant information, including details about the child's health, early development and behaviour at home.
- sign and return copies of any home-school liaison arrangements.
- offer support and encouragement to the child.
- supervise the child at home when doing any work, which may help the child achieve the set targets, as agreed at the review meeting.
- attend all the review meetings.
- ensure their child has adequate sleep and rest and is fully equipped and punctual to school.
- provide the school with their views on the child's progress and the support given.

Sharing of Information:

The learning support teacher respects the rights and responsibilities of parents for their children and endeavours to establish, as appropriate, a collaborative relationship with parents to facilitate the student's maximum development. There is ongoing communication between the parents and the learning support department. Regular feedback and the progress of the child is shared with the parents.

There are records of confidential students' files, which are kept inside locked cupboards and personal folders in a virtual setup, with the relevant information consisting of IEPs and session reports. These files are accessible to the Learning Support Educator or Counsellor, Head of School Welfare and Wellness, Programme Principals and Head of School.

Exit from Learning Support

- A student recommended for mainstreaming makes the transition from the Learning Support Programme after attaining an appropriate level of success in their regular classroom and no longer requires pull-out and/or in-class support.
- Before any final action is taken, the student's family is fully informed of the decision and the implications.
- The exit may also take place if the parent expresses the inability to support the formal learning support at school on account of financial constraints, in such cases, the child continues to be monitored by the guidance and counsellor assigned.

Learning Support Programme Development

At DPSI, we are committed to continuously strengthening our Learning Support Programme to respond effectively to the diverse needs of our students. Consistent evaluation of the delivery of our programmes helps us in improving and making it better. Educators are provided with regular training and networking opportunities to hone their skills. Time and again, the Inclusion Policy is reviewed as per the students' needs.

Candidates with inclusive access arrangement requirements during assessments.

The school strictly abides by the IB Access and Inclusion Policy to provide inclusive access arrangements to the students' specific diverse needs. The access arrangements are provided subject to the availability of school resources.

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorised in these circumstances for the MYP, DP and CP students. This policy applies to candidates with long-term or permanent challenges.

MYP and DP/CP Inclusion

This policy is used in conjunction with the following current IB publications: *Access and inclusion policy* (updated by the IB from time to time), *Learning diversity and inclusion in IB programmes* (2020), *Assessment principles and practices — quality assessments in a digital age* (2019), and the *Diploma Programme Assessment procedures* and *Middle Years Programme Assessment procedures* for the current examination session.

In the case of Career-related Programme (CP) students, it is the school's responsibility to inform the career-related study (CRS) provider, World Academy of Career Programme (WACP), of all exemptions, extensions to deadlines and accommodations relating to assessments.

First Draft - June 2014: Initial Committee: Head of School, PYP & MYP Principal, PYP Coordinator and MYP Coordinator

Review cycle- Annually and/ or as required.

- **Reviewed in December 2016:** Review team included the Head of School, PYP & MYP Principal and the Coordinators (PYP, MYP and DP), School Counsellor and Special Educational Needs Teachers.
- **Reviewed in August 2017 after the DP consultant's visit:** Review team composed of Head of School, PYP & MYP Principal and the Coordinators (PYP, MYP and DP), Support and Special Educational Needs Teachers.
- **Reviewed in July 2019:** Review team composed of Head of School, Primary and Secondary Principal, Programme Coordinators (PYP, MYP and DP), School Counsellor and Learning Support Teachers.
- **Reviewed in September 2021:** PLT and Secondary School staff.
- **Reviewed in February 2022.**
- **Reviewed in November 2024:** PLT, Head of School Welfare and Wellness, Head of Pastoral Care, and School Counsellor.
- **Reviewed in July 2025** by the school leadership team.
- **Reviewed in July 2026** by the school leadership team.
- **Next review: July 2027**

Bibliography

- The IB guide to inclusive education: a resource for whole school development (Nov 2019)
- Learning diversity and inclusion in IB Programmes (May 2020)
- IB Access and Inclusion Policy (November 2023)