



**CROSSROADS**  
INTERNATIONAL SCHOOL

## **INCLUSION POLICY**



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**Crossroads International School** is a candidate school\* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.\*\*

\*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)



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## **VISION**

Crossroads International School aims to build, hone, and nurture a community of thoughtful, compassionate, and balanced world citizens, who are committed to living with social responsibility, confidence, and strength of character.

## **MISSION**

Our mission is to foster authentic learning and nourish young minds by providing creative spaces that encourage students to evolve as lifelong, self-regulated learners. We aspire to develop caring and open-minded individuals who will aid in building a better world through global understanding and inter-cultural respect.

## **IBO Mission Statement**

Our mission is to foster authentic learning, nourish young minds by providing conducive learning spaces that encourage students to evolve as lifelong learners committed to positive change. Through individualized learning and world-class education, we aspire to impart academic excellence along with a sense of “self-learning” and thus develop curious, knowledgeable, and caring young minds who will aid in building a better world through global understanding and intercultural respect.



## **INCLUSION AND WHAT IT MEANS**

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing educational, social, emotional and physical barriers. CIS believes that every pupil has an entitlement to evolve to their maximum potential. Educational experiences provided at CIS develop pupils' achievements and acknowledge their uniqueness.

At CIS, inclusion realizes a child's right to an extensive, balanced and challenging curriculum. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. An inclusive learning environment is friendly, welcoming and protective for all students.

Inclusion is a process that focuses on providing access to learning by identifying and removing any obstacles. Inclusion is an ideal model that involves change with the aim of providing all students with a meaningful and respectful lifelong learning.

## **PURPOSE OF THE POLICY: CIS INCLUSION POLICY**

- Briefs how inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving, involving the whole school community
- Creates awareness to maintain an inclusive educational environment for all students
- Communicates the diverse support opportunities that are accessible to students

## **LEARNING DIVERSITY AND INCLUSIVE EDUCATION POLICY**

CIS is committed to creating an educational setting, where all students benefit from a multimodal approach that facilitates all learning approaches in a practical, original and collaborative learning environment. We focus on each student's uniqueness and target to provide an environment in which all children grow and prosper.

- Teachers will refer students to the Special Need Educator based on the observation of the recurring needs.
- Teachers, in order to meet the requirements of students with learning difficulties will collaboratively plan along with the Special Needs Educator, PYP Coordinator and PYP Principal.
- Teachers will design learning experiences that allow students across a range of needs to meet their learning objectives.



- Teachers will strive to encourage the qualities, attitudes and characteristics promoting responsible citizenship and international-mindedness by valuing and using the diversity of cultural perspectives to enhance learning.
- The subject specialists will be informed of the student's condition. Thus, each teacher will be advised and be mindful of the student's needs while teaching.

## **ROLES AND RESPONSIBILITIES**

The Inclusive Education team is in charge of designing and modifying the remedial programme as per distinctive needs of each student. The school counselor is responsible for holistic development of all students. Students with behavioral, emotional and other such concerns are referred to the school counselor, by the teacher, after observing a repeated pattern of certain behaviors.

- Documents are maintained to record the observations and steps that have been taken to help the students
- Flexible teaching methodology to match the needs of all the students are taken into account
- Improving strengths of each child will amplify the student's self-confidence
- Promote an environment where each student's uniqueness and differences are accepted and celebrated
- Differentiate learning engagements on the basis of product, process and the learning environment
- **Role of the Special Educator**
  - Design Individualized Lesson Plan (IEP) in collaboration with the parents
  - Builds strategies suited to meet the individual needs of the child
  - Prepare and manage records of students enrolled under the SEN program
  - Send weekly reports to the parents, HRT and the PYPc
  - Establish a working relationship with the parents and the teachers.
  - Giving appropriate feedback and feed forward about the student progress
- **Role of the School Counselor**
  - Assist all students, including those with Special Educational Needs at different stages of schooling
  - Provide support to deal with emotional and social issues



- Provide guidance to deal with academic pressures and co-design strategies along with stakeholders for organizational skills and classroom management
- Works closely with the respective PYP Principal, PYP coordinator, Homeroom teachers, Subject specialists and Special Needs Educators to identify students requiring further attention

### **SUPPORT AT CIS**

- We have Special Need Educator, Ms Varsha Soni who connects with us in case of any requirement
- The staff at CIS has undergone many trainings in order to prepare themselves and provide safe and supportive environment, free from bullying, discrimination and harassment
- Teachers serve as initial guides and counselors for the students. However, in case of any situation which demands special attention CIS has a counselor, Dr Siddiq Hussein outsourced from Mind Works Baits Ltd.
- CIS provides child friendly infrastructure which is safe and allows for holistic development of the students
- Teaching and Learning is responsive, keeping student needs in mind. All learning engagements ensure differentiation on various levels such as process, product and the learning environment.
- Post COVID, the governing body has provided a Financial Aid to parents who wish to avail of the same to ensure that their children can continue their learning journey at CIS.
- A language support teacher will be provided in case we identify the need for the same.

### **ASSESSMENT**

The student assessments are based on specific learning outcomes created by the school. Teachers conduct ongoing assessments in all areas. Students are assessed on the acquisition of knowledge, conceptual understanding and development of skills. The strategies and tools of assessment will vary according to the individual learning needs and styles. Some of the strategies and tools used are:

- Peer - Assessment
- Self - Assessment



- Teacher designed Assessments
- Co-constructing Assessments and success criteria
- Glow and Grow
- Two Stars and a Wish
- Single point rubrics
- Visible Thinking Routines
- Sketchnoting
- Graphic Organisers
- Checklists
- Rubrics
- Anecdotal Records
- Performance Based Assessment
- Choice Boards
- One -on-one conversations
- Three Way Conference

### **RTE INCLUSION (RIGHT TO EDUCATION)**

RTE Inclusion is a mandate passed by The Government of India. All students under the RTE act are from the lower socioeconomic strata and their admissions are based on the lottery system.

Assistance is rendered in the following methods:

- The use of English is encouraged however, the school permits students to communicate and/or receive instructions in their mother tongue
- Parents are inducted in the language they are comfortable with
- The school may be involved in guiding and counselling the parents as and when required.

### **ACCESSIBLE LEARNING ENVIRONMENTS**

CIS ensures that the educational settings and classrooms will be planned to accommodate students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure all students get to participate in all activities and events.





## **PARENT PARTNERSHIP**

The knowledge, views and first-hand experience that the parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the education process. They are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

- Parents Guest session
- Volunteering for the different events at CIS
- Partnering in Community Service activities
- Read - Aloud sessions
- Providing support in arranging field trips
- Conducting medical camps for the students

## **ADMISSION POLICY**

In case of severe medical/ learning needs, the school management takes the decision of giving the admission in collaboration with parents, Special Needs Educator and the counselor. In case of mild medical/ learning needs, the school provides all the needed resources for his/her holistic development with parents support.

The parents will be advised to provide a shadow teacher if and when the need arises.

## **LANGUAGE POLICY**

The Language Policy ensures that student get enough opportunities to express their voice in the language of their comfort. CIS offers Spanish and French, grade 2 onwards, as third languages that students can choose as per their interest. English and Hindi are used as languages of instruction amongst the different stakeholders (Students, Parents and the Auxiliary Staff) and school visitors.

## **INCLUSION POLICY REVIEW PROCESS:**

The Inclusion policy will be reviewed by a team of teachers once annually in the month of February and submitted as a draft to the leadership team. This draft will be further reviewed by the leadership team to be approved and published by April.

\*The policy will undergo an immediate review when a student enrolls under SEN program.



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## **SUMMARY**

At CIS, uniqueness, achievements, dispositions and well-being (physical, social and emotional) of every student is emphasised on and celebrated during teaching and learning process. Our staff strives to plan teaching and learning responsively, based on students' prior experiences and needs.

## **REFERENCES**

- <https://www.qld.gov.au>
- <https://www.stjohnscephprimary.co.uk>
- [https://neevacademy.org/images/pdf/Inclusion\\_Policy.pdf](https://neevacademy.org/images/pdf/Inclusion_Policy.pdf)
- Learning diversity and inclusion in IB programmes