



LADY ANDAL SCHOOL

INCLUSION POLICY

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Vision Statement of Lady Andal School

We at Lady Andal School aim to create a holistic individual by providing a happy atmosphere for the child. Focusing on the all-round development of the child with an emphasis on individual academic brilliance and excellence on the field through games and athletics. We help build cultural and social skills among our learning community which foster an environment that is conducive to the teaching and learning process.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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.

IB Learner Profile Attributes

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Contents

Statement of Philosophy	5
Alignment of the Inclusion Policy with the Standards and Practices, 2020	5
What is inclusion?	8
Need for inclusion	8
Scope of Inclusion	8
Purpose of this Policy	9
Learning Diversity Support in our School Context	10
Counselling Support in our School Context	13
Standard Operating Procedure	13
Inclusive access arrangements in learning, teaching and IB assessments	14
Best Practices	16
Inclusive Parameters provided by Lady Andal School	18
Anti-Bullying Policy in our School	20
Infrastructure Provisions	19
Responsibilities of Different Stakeholders	22
Inclusive Assessment Arrangements - DP	24
Future Action Plan	25
Inclusion Policy Review	26
Appendix	27
A: Referral form for Counselling and SEN	27
Connections to other Policies	34
Bibliography	36

Statement of Philosophy

At Lady Andal School, inclusion is at the core of our educational philosophy. We believe it is an ongoing process that ensures access to and engagement in learning for all students, by recognising and addressing their diverse needs. Inclusion means respecting individuals from all backgrounds and cultures, and providing equal opportunities so that every student feels valued and supported.

We align with the IB's vision of reducing or removing barriers to learning, enabling every student to fully participate in the IB programmes. Our approach is collaborative, open, and holistic, benefiting students and all members of the learning community. It is grounded in mutual respect and the continual development of the IB Learner Profile attributes.

As part of The Madras Seva Sadan, established in 1928, our school has consistently upheld the principles of equity, accessibility, and inclusion. We are committed to offering quality education to all students.

We acknowledge that learning needs may vary, sometimes requiring accommodations for behavioural, physical, sensory, mental, or emotional differences. We acknowledge that all individuals are unique, and we believe that embracing diversity is essential to fostering a respectful, supportive, and inclusive community. Our school and its stakeholders are equipped to meet these needs through careful planning and close collaboration with parents and students.

We treat all students equally, irrespective of ability or requirement, ensuring equitable access to the curriculum. Students are encouraged to participate fully in all learning opportunities, while fostering compassion, kindness, and respect for diversity, cultural knowledge, identity and different languages.

Our commitment extends to considering all factors that contribute to student well-being when designing school systems, curriculum, and expansions in resources, infrastructure, and logistics.

At Lady Andal School, inclusion is not an initiative, it is a culture that shapes how we teach, learn, and grow together.

Alignment of the Inclusion Policy with the Standards and Practices, 2020

The Inclusion Policy of Lady Andal School aligns with the Standards and Practices, 2020 document. Our Inclusion Policy is built on the following standards and practices.

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community.

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission.

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them.

Student support 1.3: The school provides effective learning spaces and learning environments.

Student support 2: The school identifies and provides appropriate learning support.

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students.

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice.

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy.

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students.

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers.

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers.

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers.

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being.

Student support 3.4: The school promotes open communication based on understanding and respect.

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning.

Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning.

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable.

PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrolment and

requires the school offer the relevant national or state/provincial curriculum to certain students.

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines.

Culture 2.2: The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities.

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching.

Lifelong learners 7.3: Students take opportunities to develop their language profiles.

Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas.

Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities.

PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration.

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals.

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching.

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes.

PYP 1: Teachers' document and analyse student learning over time to design learning experiences based on data.

What is Inclusion?

Inclusion is an organizational paradigm that involves change. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment.

“Education is the single greatest tool for achieving social justice and equality” which has implications for development of an inclusive community and society at large- *National Education Policy (NEP) 2020*.

India's Rights of Persons with Disabilities Act, 2016 (RPwD Act) mandates reasonable, inclusive education by ensuring equal access, non-discrimination, and individualized support for children with disabilities in mainstream schools.

At Lady Andal, Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. *Learning diversity and inclusion in IB programmes, 2016*.

Need for Inclusion

Neurodiverse individuals, including those with Autism, Specific Learning Disabilities (SpLD), ADHD, and other conditions, possess unique strengths alongside specific challenges. Yet, they often face discrimination and social stigma stemming from a lack of awareness and stereotyped beliefs. Every child has the right to learn, grow, and enjoy life without barriers, contributing meaningfully to society regardless of their abilities. Schools serve as vital spaces where diversity is accepted, support is provided, and awareness and empathy are cultivated among peers.

By fostering inclusive classrooms through non-discriminatory practices and differentiated teaching strategies, educators not only support individual learning but also build strong, respectful relationships between teachers and students. We aim to foster a safe and inclusive school culture where diversity is respected and valued, and where all students and staff feel a strong sense of belonging, regardless of their differences.

Scope of Inclusion

The scope of inclusion at our school embraces every learner, recognising and valuing differences in abilities, identities, race, learning styles, languages, cultures, and backgrounds. It includes students with specific learning difficulties, neurodiverse conditions, physical or sensory needs, social-emotional or behavioural challenges, as well as those who are gifted and talented. Inclusion also extends to students from diverse linguistic and cultural backgrounds, ensuring that every child has equitable access to learning, feels a sense of belonging, and is supported to reach their full potential.

Purpose of this Policy

The main goal of the Inclusion Policy is to guide the whole school community in delivering effective learning support to all students, with a focus on addressing diverse learning needs, abilities and challenges.

The intent and purpose of the inclusion policy at Lady Andal School is to:

- Communicate the expectations for creating and maintaining an inclusive educational environment for all students to all members of the learning community.
- Communicate the various facilities and support opportunities that are available to students.
- Establish that inclusion is facilitated in a culture of collaboration and mutual respect involving the whole school community.
- Emphasize that students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. (IBO 2013).
- Ensure that the school is a physically and emotionally safe place for all students and staff.
- Establish that all students should be able to take part in school activities in a way that is fair.
- Establish that equal opportunities are available to all students.
- To ensure that students with inclusive needs will not be treated unfairly and that fairness and equality is key to all our practices.
- To identify, anticipate, assess and respond to the needs of students and ensure that they are catered to using the best of its resources.
- To promote positive attitude, healthy mindset, confidence and self-esteem in all members of the learning community.
- To reduce barriers that come in the way of holistic learning for all students.
- To provide guidance to the members of the learning community on inclusion and the approach of the school towards embracing diversity.

Our inclusion policy highlights our approach to inclusion in terms of pedagogical approach to learning and teaching, curriculum, infrastructure, language support etc.

Learning Diversity Support in our School Context

What is Learning Diversity Support?

For students seeking admission with inclusive needs, parents will interact with the Learning Diversity Educator and/or the School Counsellor to understand the specific support and accommodations the school may need to provide once admission is confirmed. A one-on-one interaction with the child by the Learning Diversity Educator and/or the School Counsellor may also take place to understand the child's specific requirements.

The school will not conduct any formal assessment or clinical diagnostic tests. It is the responsibility of the parents to provide insights (formal reports, clinical reports) into the child's learning diversity needs and any relevant clinical documentation.

Following this, the Learning Diversity Educator and/or the School Counsellor, together with the parent, the student (where appropriate), the Programme Coordinator, and the Head of School, will discuss the type and extent of support that can be extended to the child. The final decision regarding admission rests with the school. For further details, please refer to the Admission Policy.

Learning Diversity Support-also known as inclusive education, is an ongoing, school-wide approach designed to identify and remove barriers to learning, enabling every student to fully engage in IB programmes. It is the practice of educating students in ways that accommodate their individual differences, difficulties, and special needs. Special needs include the various manifestations of an existing challenge (physical and neurological).

Every learning-diverse child who requires support will have an overarching Individualized Learning Plan (ILP). The ILP is additional to, or different from, the support generally given to most other children of the same age.

The purpose of Learning Diversity Support is to help children across all age groups achieve the outcomes or learning objectives set for them by the school in conjunction with parents and pupils themselves.

At Lady Andal School, the Learning Diversity Support Group includes the leadership team, teachers, school counsellor, learning diversity educator, and English as a Second Language teacher, with concerned parents regarded as an integral part of this community.

Parents can ask their child's teacher, the programme coordinators or the school's Learning Diversity Educator for information on the Learning Diversity provisions made by the school towards inclusion. Learning Diversity support can take many forms, including:

- A special learning programme for a student usually called Individualized Learning Plan (ILP) is devised after clinical diagnosis done by a Doctor/ Clinical Psychologist/ Psychiatrist outside of school.
- Additional help from a teacher or a learning support assistant. This usually includes assistance handling materials, personal belongings, and movement within the school campus.
- Reasonable accommodations and modifications based on UDL (Universal Design for Learning).
- Evidence gathering through classroom engagement and peer interaction observations.
- Helping those with needs to take part in the class activities encourages them to employ their maximum potential.
- Making sure the student has understood the instructions by encouraging them to ask questions and to try something they find difficult.

Learning Diversity Support is applicable for those with:

- Specific Learning Disabilities including dyslexia, dyscalculia, dysgraphia, language processing disorders and/or Attention related disorders

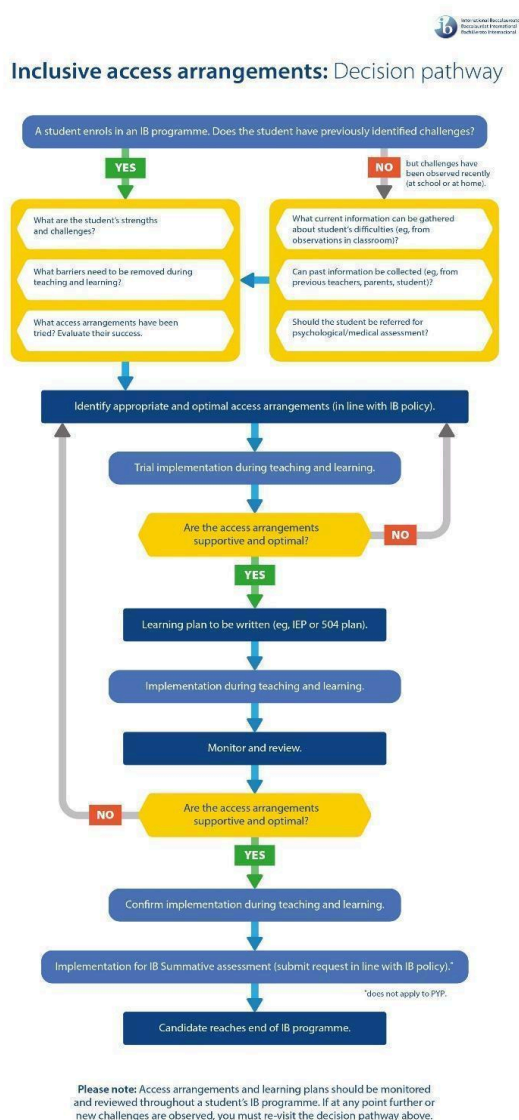
(Mild-Moderate ADHD).

- Communication and speech difficulties.
- Social, Emotional and Behavioral challenges.
- Multiple disabilities including mild-moderate sensory / neurological / locomotor impairments.
- Medical conditions.
- Physical/ sensory challenges.
- Mental health issues.

New students are often assessed to ensure that equal opportunity and resources are provided. Admission is determined by the applicant's performance, in combination with input provided by the parents. However, the right to admission remains with the school. Refer to the **Admission Policy** for further details.

Pathway to Learning Diversity Support:

- Identify the academic level and monitor progress with the help of consultant specialists, i.e, Learning Diversity Support.
- Observations in class or during co-curricular activities.
- Ensuring comprehension of ongoing topics through direct instruction. Monitoring response to intervention through evidence gathering.
- Adapting or changing materials and equipment to suit learner needs.
- Maintaining records of modifications and adaptations provided.
- Conducting sensitization and awareness programmes.
- Empowering
- parents and extending support based on the need.



<https://www.ibo.org/ib-schoolwide-adoption/strategy/inclusive-design-for-learning-and-teaching/>

Counselling Support in our School context

The School Counsellor plays a vital role in supporting students' personal, social, behavioural, and emotional well-being, enabling them to fully engage in school life and learning. Responsibilities include addressing concerns such as interpersonal issues, family discord, adjustment challenges, peer pressure, substance abuse, anger management, or difficulties with attitude and emotional regulation. Support may be provided to individual students or groups through professional counselling, with a minimum of two and a maximum of six sessions per intervention programme. The Counsellor works closely with parents, teachers, programme coordinators, and other stakeholders to foster an inclusive and supportive environment. While the School Counsellor does not conduct clinical diagnoses, they may recommend external assessments or therapy if necessary. Counselling support focuses on helping students develop coping skills, manage stress, build resilience, and improve peer interactions, with the aim of creating a safe, empathetic, and respectful school community. The school counsellor provides immediate intervention in the event of a crisis faced by students while handling emergencies/ grievances. The action plan for crisis intervention protocol to tend to bereavement and emotional crisis in students is given below.

1. **Immediate Notification** – Teachers/Coordinators must inform the School Counsellor as soon as the issue arises; normal step-by-step referral as highlighted in the Standard Operating Procedure is bypassed in emergencies.
2. **Immediate Counselling Support** – Conduct a quick emotional assessment of the student and provide psychological first aid if required.
3. **Parental Communication** – Parents/guardians are promptly informed of the incident and the school's immediate interventions. Likewise, parents are expected to inform the school, where applicable, of their approach to addressing the situation with their child.
4. **Follow-up & Referrals** – Schedule individual check-ins or counselling over the next 2–4 weeks; refer to specialised services if needed.
5. **Group Support (if applicable)** – Organise group sessions when multiple students are affected by the same loss or crisis.

Note: All documentation will be handled with strict privacy and confidentiality. Only essential details will be shared with relevant stakeholders. Students and parents retain the right to withdraw consent for school-based psychological support.

Standard Operating Procedure

Lady Andal School follows the structure outlined below to ensure transparency and equity in supporting students with learning diversity. The same process applies to students with behavioural needs requiring interaction with the School Counsellor. In some cases, the Learning Diversity Educator and the School Counsellor may collaborate to address the request.

Purpose

To provide a transparent, equitable, and consistent process for addressing the needs of students who have learning diversity needs, behavioural, or emotional challenges.

Roles and responsibilities

Homeroom Teacher:

Identifies students who require additional support and collect tangible evidence. The HRT is also expected to attempt working with the child and offer support to the child to the best of their capability. This is required so that the trust of the child is not broken considering their HRTs are their immediate point of contact in the school. HRTs are also required to collect evidence and anecdotes from subject specialists and serve as a liaison between the parent and the school community. HRTs are responsible for filling up the referral form (Refer to Appendix A) and communicate with the Programme Coordinator for further intervention.

Subject Specialists:

Subject Specialists are expected to work with the homeroom teacher by sharing key details from their observation of the student and help in the collation of details required in the referral form.

Learning Diversity Educator:

The Learning Diversity Educator (LDE) works on requests raised by the HRT in collaboration with the Programme Coordinator. The LDE is expected to actively address the request, suggest interventions for teachers to implement in the classroom, and, where applicable, provide guidance for the student and the parent to follow at home. This collaborative approach ensures that the entire learning community works in cohesion, making the intervention relevant and effective.

The LDE is responsible for maintaining all records pertaining to the student in a confidential and secure manner, while maintaining transparency with the pedagogical leadership team, in recognition of the student being under 18 years of age.

Based on observations and identification, the LDE may also recommend that the student undergo further diagnosis or assessment outside of school.

School Counsellor:

The School Counsellor is responsible for addressing referrals related to behavioural, emotional, and social issues- particularly those affecting a student's adjustment to the school environment, or when a student's ability to meet curricular requirements is impaired due to challenges experienced at home or at school.

The School Counsellor works in close collaboration with the Learning Diversity Educator, teachers, Programme Coordinators, and parents to provide appropriate support, ensuring the student's overall well-being and ability to thrive in the school setting.

Programme Coordinator:

The Programme Coordinator is expected to oversee the entire process, follow-up where necessary and ensure that the records of the student raised for inclusive needs is maintained. The Programme Coordinator is expected to initiate meetings with the concerned stakeholders at various points to understand the progress and suggest best practices and intervention in line with the school's inclusion policy and/or the IB's mission and approach to inclusion.

Head of School:

The Head of School is primarily responsible in decision-making and resource allocation based on the requirement raised in lines of inclusive needs of the student.

Procedure

Referral Form:

- A referral form, it is part of the process, with substantial evidence is filled by the HRTs in cohesion with the subject specialists. This form is in-turn processed by the concerned programme coordinators.
- Anecdotal evidence through classroom observations, assessment performances are also collected in collaboration with HRTs and/or the Subject Specialists.
- In-class, peer observations are then taken up by the Learning Diversity Educator and recorded formally.
- The Learning Diversity Educator has a one-on-one interaction with the identified student over a period of time. Frequency may vary depending on the intensity of the learning challenge. A meeting with parents is scheduled where points of concerns, action plans are discussed. Referrals are suggested if the learner is not already diagnosed.
- This is followed up with the development of an Individual learning plan as required.
- Monitoring the plan and observations are a continuous process.

Entry and Exit

- Entry or enrolling a student for an Individualized Education Plan takes place either by referral of teachers on performance related feedback or through parental feedback.
- Referral by teachers: The referral form for additional support is the key point of initiation by the school.
- Referral by parents: A detailed case history is taken, concerns are discussed, classroom observations are held. Referrals for clinical diagnosis are given on a case-by-case basis.

Similarly, exit procedures could be applicable through various scenarios. In case, the pupil wishes to change stream or school, a detailed report with insights and recommendations is shared for ease of transition.

While, if the learner has been able to achieve the goals set across all areas, then the level of support in all areas should gradually be reduced. A review meeting with key stakeholders

will be scheduled and a detailed report will be prepared for future references.

Parental Consent & Support

Consent forms, letters and/or Minutes of the Meeting (MoM) are updated by the HRT for ensuring parental consent for the following aspects:

- For in school identification and assessment – A formal letter via e-mail is to be sent by the parents requesting in-school identification and assessment.
- Goal setting differentiated plans will be communicated to parents through e-mail.
- Reports of classroom observations by the LDE and/or School Counsellor will be documented by the LDE and/or the school counsellor and will be referred to while consolidating the reports.

Parents consulting external experts for a clinical intervention are required to update the school at regular intervals. The necessary reports must be provided to the school so that the school can work on improving/ modifying the ILP.

Inclusive access arrangements in learning, teaching and IB assessments

Through access arrangements, the IB aims to reduce or remove barriers to ensure fair participation in learning, teaching, and assessment. IB provides the following access arrangements:

- Flexibility in duration
- Flexibility in presentation of material and resources/ reception of content
- Flexibility in response
- Use of human assistance like care assistant, practical assistant, spelling assistant and prompter
- Flexibility in equipment, setting or location
- Reasonable adjustments (International Baccalaureate Organization)

For further information and to learn how to avail these inclusive access arrangements please refer to the IB [Access and Inclusion policy document](#). (For Middle Years/Diploma Programme).

Best Practices

Should a pupil be identified having the need for an ILP, the school must take action to remove barriers to learning and provide timely interventions. Implementing best practices ensures that all students, regardless of their abilities, receive high-quality education in a supportive environment.

At Lady Andal School, an inclusive school culture is fostered by:

Celebrating Diversity

- Encouraging Diversity: A welcoming and warm environment promotes diversity where students with different backgrounds, identities, needs and nationalities are celebrated.

- Working with the community: Emphasis is laid on collaboration amongst students, teachers, parents and administrative departments. This encourages mutual respect and a positive climate across the school.
- Anti-Bullying: Implement and enforce strong anti-bullying policies to protect students with disabilities and promote a safe learning environment. (Ref Anti-bullying section)

Differentiated Instruction

Individualized Learning Goals are designed to maximise student output in the classroom through differentiated instructions. The differentiation plan is designed during collaborative meetings with teachers, Learning Diversity Educator and Counsellor. Differentiation or behaviour modifications are provided to enhance learning outside even in co-curricular activities.

Accommodations and Modifications

Accommodations and modifications are planned from MYP 1 onwards to prepare the learner for e-assessments. In case of exemptions from language, an adapted curriculum will be provided, where the pupil can be evaluated for the personal project and IDU, however, no marksheet will be provided. Refer IBO Policy on Language exemptions. Refer to Lady Andal School's Language policy.

Support Services and Resources

Should a need for a caretaker/shadow teacher arise, parents are counselled with the pros of hiring an additional resource. The resource person will be advised and observed by the specialists in school. The hiring and monetary aspects relating to these additional resources are handled by parents directly. The school may only suggest names through an evolving database. There is no further engagement between the school and the caretaker.

Professional Development

Ongoing training for teachers (all school, specific cohorts) is planned for the entire academic year. Sensitivity training through ongoing dialogues between the Special Educator and teachers is fostered through collaborative meetings. Teachers are empowered to implement and monitor planned differentiations.

Transparency and Confidentiality

Transparency in communicating positively about the child is encouraged in cohort meetings. Confidentiality is maintained while discussing the child's non-academic areas. The medical condition is shared with key stakeholders in as is format.

Empowering Teachers

- Lady Andal School provides professional development opportunities for teachers and staff to improve their knowledge and skills related to inclusion, diversity, and equity. This enables teachers to provide effective support to all students and create a

- truly inclusive learning environment.
- Teachers have access to the Learning Diversity Educator and Counsellor for any classroom related assistance.
- Ongoing collaborations with the Learning Diversity Educator and counsellor aids in planning differentiated instruction.

Infrastructure Provisions

The infrastructure of the school is designed to provide accessibility for locomotor disabilities. Access Features include -

- Ramps to access academic and office building
- Ramps to access various levels of the resource room
- Lift facilities to move between floors
- Wheelchair friendly restrooms on each floor
- Visual Arts room workstations are equipped to provide accessibility and comfort

Inclusive Parameters provided by Lady Andal School

The table below highlights the applicability of the key inclusive parameters provided by Lady Andal:

Applicability of Inclusivity Parameter	PYP	MYP	DP
Individualized Learning Plan/ Differentiated Instruction	✓	✓	✓
Physical Access: Infrastructural provisions	✓	✓	✓
Differentiations for Assessment	✓	X	X
Classroom modifications and adaptations for enhancing learning engagements	✓	✓	✓
Flexibility in duration of assessments/ examination and deadlines	✓	X	X
Additional time for SAs	✓	✓	✓
Flexibility in seating arrangements	✓	✓	✓
Usage of calculator for FAs and SAs	X	✓	✓

Requests for the use of accommodations such as word processors for additional language learners, access to writing, speech and communication tools, calculators, and human assistance (including scribes, readers, and practical support) will be granted in accordance with the examination guidelines, rules, and regulations established by the MYP and DP programmes. Such provisions are not applicable to PYP students. For further information on Access and Inclusion, [click here](#).

Anti – Bullying Policy in our School

Defining Bullying

Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student/group of students by another student or group of students with the intent to cause harm, distress and/or create fear.

Bullying may take place: during or after school hours in school buildings; In school playgrounds; or on the Internet.

In all the above cases the school authorities have the right to take necessary action dealing with bullying.

Forms of Bullying

Bullying can take various forms and involve one or more of the following behaviours:

- Physical violence such as kicking, hitting, pushing, punching, slapping, shoving, poking or spitting at another student.
- Interfering with another student's property, by stealing, repeatedly hiding or damaging it.
- Using abusive name-calling and threats.
- Bullying based on disability, making fun of another student's abilities and achievements.
- Excluding another student from a group activity.
- Ridiculing another student's appearance, way of speaking or personal mannerisms.
- Misusing technology. All areas of internet misuse such as threatening emails, misuse of blogs, gaming websites, internet chatrooms and instant messaging and calls, misuse of associated technology, i.e. camera and video facilities, and social media.

Also, refer to the **IT guidelines** under the **Academic Integrity Policy** regarding the use of computers and the Internet in school.

Action Taken by the School

In order to contain the events of bullying, the following steps shall be undertaken by the school management:

2. Awareness about bullying
3. Prevention methods
4. Intervention procedures

Awareness

One of the steps to stop incidents of bullying is to create awareness about the collective responsibility of all the stakeholders viz. school management, teachers, students and parents in helping to build an amicable environment for learning in peace. To accomplish this

objective, the school shall undertake the following in each academic year.

- Students: Workshops/activities to be organized by the school counsellor or by external resource persons for the students. (Activities could take the form of role-play, group discussion etc.)
- Teachers: Workshops for teachers and administrative staff on sensitization and prevention of bullying in school.
- Parents: Encourage parents to partner with the school in modelling positive behaviour, in both physical and digital environments. The roles and responsibilities of parents must be reinforced in each parent-teacher meeting and their representation valued in committee meetings.

Prevention

The school, to prevent any incident of bullying, shall undertake as many intervention methods as it deems fit to prevent the reoccurrence of such cases. The school management shall adopt a proactive approach to mitigate any chances of such incidents by following a clear-cut process. To ensure this, the school shall constitute an Anti-Bullying Committee (ABC) comprising of:

- Head of School
- Programme Coordinators
- School counsellor
- Student representatives

The duties of the Anti-Bullying Committee will include:

- Raising awareness about bullying and its effects
- Developing and implementing anti-bullying policies and procedures
- Regularly reviewing and updating policies
- Providing support and resources for victims of bullying
- Investigating, and addressing bullying incidents.
- To date, the intervention by the Anti-Bullying Committee (ABC) has not been needed.

The Lady Andal School fosters an inclusive environment based on a culture of mutual respect and support for each other.

Intervention

Students and parents can report instances of bullying to a teacher or a member of the ABC. Once the matter is brought to the notice of the ABC, action is initiated. The ABC will decide upon a set course of action for visible progress in this matter. Victims of bullying will be given access to counselling services provided by the school counsellor.

In addition to providing support to victims of bullying, the ABC may choose to provide support or counselling services for those who are bullying to address the issues they may have. The approach will be decided on a case-by-case basis, depending on the specific actions and strategies chosen by the Anti-Bullying Committee (ABC) for each situation.

Responsibilities of Different Stakeholders

The role of the Leadership Team

The leadership team at Lady Andal School plays a pivotal role in creating and sustaining an inclusive school culture where diversity is respected and valued. Their responsibilities include:

- Establishing and regularly reviewing the school's Inclusion Policy to ensure alignment with IB philosophy, best practices, and the evolving needs of the school community.
- Providing the resources, training, and professional development necessary for teachers and support staff to implement inclusive practices effectively.
- Facilitating collaboration among teachers, counsellors, learning diversity educators, and ESL specialists to ensure a coordinated approach to student support.
- Promoting a culture of open communication with parents and guardians, ensuring their active involvement in planning and decision-making related to their child's learning needs.
- Monitoring and evaluating the effectiveness of inclusion strategies and making data-informed adjustments to improve student outcomes.
- Advocating for equitable access to opportunities, resources, and learning experiences for all students, regardless of their abilities or backgrounds.
- Encouraging participation in professional networks, IB workshops, and conferences to strengthen the school's inclusive practices.
- Promote the well-being of all students and staff.

The Role of the School Counsellor

School counsellors always strive to provide direct and indirect services to students within an inclusive setting. In collaboration with the IB Coordinators and the teachers, the school counsellor supports students' academic, career and personal development. The school counsellor's role includes:

- Identifying students who may need to be assessed for special education eligibility.
- Providing short-term, goal-focused individual and/or group counselling services.
- Facilitating individual or group sessions to focus on the development of students' self-awareness, self-efficacy, self-esteem and self-confidence.
- Consulting with teachers to support student learning and behaviour and provide resources and strategies for classroom management.
- Assisting teachers and coordinators with curriculum planning for social-emotional development of students.
- Encouraging family support in the student's social-emotional development and education process.
- Supporting parents to improve student learning and well-being and provide resources and referrals as needed.
- Collaborating with other school-related student support professionals providing services to learning diverse students.
- Providing referrals for assistance that is provided outside the school setting.
- Conducting professional development workshops for teachers to improve their knowledge and skills that will assist them everywhere.

Role of the Learning Diversity Educator

At Lady Andal School, Learning Diversity Educators are expected to:

- Collaborate with homeroom and subject teachers to identify students' diverse learning needs through observation, assessment, and teacher/parent input.
- Develop, implement, and regularly review ILPs or support strategies to address each student's unique strengths and areas for growth.
- Provide targeted interventions, resources, and differentiated instruction to ensure equitable access to the curriculum.
- Model and promote inclusive teaching practices that support varied learning styles, abilities, and cultural backgrounds.
- Work closely with parents to share progress, suggest strategies for home support, and maintain open communication regarding the student's needs.
- Facilitate professional learning sessions for staff to build capacity in addressing learning diversity and assist them with early identification.
- Monitor and document student progress, adjusting support strategies in collaboration with the teaching team.

Role of the Teacher

- Teachers play an important role in identifying their students' social, emotional, behavioural and physical needs. They also identify the students' academic strength properly.
- At Lady Andal School, teachers are the enablers of cooperative learning. They do this by setting up tasks and activities to encourage students to learn in groups and participate equally.
- Teachers facilitate the buddy system among students. This fosters collaborative learning. It also teaches them to work alongside those with different skills than theirs. This approach builds confidence and pushes students to give their best.
- Teachers use diverse methods of assessments to accommodate students with diverse modes of expression. Teachers provide clear feedback and ensure clarity in communication at all times.
- Teachers support parents by addressing their concerns and keeping them updated about their child's progress.
- Adopt differentiated teaching strategies to meet the needs and build on the strengths of the students.

Role of the Parent

At Lady Andal School, parents are expected to:

- Provide accurate information about their child's needs and history at the time of admission, including any details that could influence or impact the child's progress in school.
- Partner with the school to support the holistic development of their child.
- Offer consistent moral and emotional encouragement to their child.
- Honour the agreements made with the school regarding academics, behaviour, and inclusion.

- Be willing to engage in open and constructive discussions on sensitive or challenging topics for the betterment of the school, students, and community.
- Stay updated with all school communications regarding their child's progress and respond in a timely manner when required.

Role of the Student

- Be proactive to ask for assistance.
- Be an active participant in all school activities.
- Follow IB policies and procedures.
- Accept responsibilities and exercise rights while respecting other's rights.
- Promote student voice and choice by actively taking part in decisions with respect to their own learning and act as leaders within the school community.

Inclusive Assessment Arrangements

The International Baccalaureate is committed to providing [inclusive assessment arrangements](#) for Diploma Programme candidates with demonstrated across requirements. These arrangements are designed to ensure fair assessment while maintaining the integrity and objectivity of the examinations.

All requests for the arrangements listed below must be authorized by IB. To apply, schools must submit the required application and supporting documentation no later than six months prior to the examination - example: November for the May Session.

1. **Modified Examination Papers:** Authorization may be granted for modifications to the standard examination paper, including:
 - Braille papers with raised diagrams.
 - Altered print, such as enlarged text or a changed font.
 - Coloured paper (samples may be requested with supporting documentation).
 - Reduced visual complexity without compromising the assessment objectives.
 - Simplified language, involving the restructuring and rephrasing of questions without altering subject - specific technical or literary texts.
2. **Additional Time:** Candidates may be granted extra time based on the nature and degree of their specific need. Rest breaks may also be provided. The IB carefully considers the allocation of time to ensure it is supportive and not counterproductive to candidate fatigue.
3. **Writing Access:** Candidates who cannot provide a handwritten response may be authorized to use:
 - A scribe
 - A word processor
 - Specialist software (e.g., spell check, speech - to - text, reading software) *

Note: The use of any technology requires prior permission from the IB. Devices must be cleared of all stored information (e.g., files, USB drives, thesaurus). For subjects requiring non - text answers (e.g. mathematics, sciences), the IB must be consulted on software suitability. A verified and signed printed copy of the candidate's work must be submitted; work stored only electronically will not be assessed.

4. **Reading Access:** Candidates may be authorized to use a human reader or text - to - speech/reading software to access examination questions.

5. **Speech and Communication Access:** Permission may be granted for:

- A Communicator: For candidates with a hearing impairment, a professional may be approved to convey information via lip speaking, finger spelling, or sign language.
- Augmentative Communication Equipment: For candidates with speech difficulties, provided the device is their usual method of communication in the classroom and evidence is supplied with the request.

6. **Calculators and Practical Assistance**

- Calculators: A candidate with a standard score of 90 or below on a test of mathematical fluency may be permitted to use a basic four - function calculator in examinations where one is not normally allowed.
- Practical Assistance: For candidates with a physical, sensory, or medical condition, assistance may be authorized for practical tasks, typically confined to internal assessment components.

7. **Extensions and Exemptions**

- Extensions: A short extension (typically up to four weeks) for submitting internal assessment work may be granted for candidates who provide evidence of a significant medical or psychological challenge that prevented completion. Requests must be submitted to the IB before the original deadline. Work submitted may delay the issuance of results.
- Exemptions: Exemptions from an assessment component are rare and are only considered if a physiological demand of the assessment cannot be met by the candidate, and all other reasonable adjustments have been explored.
(Note: Candidates with Learning diversities are not exempt from second language requirements. Schools must contact the IB for guidance if a candidate cannot complete Creativity, Activity, Service (CAS) requirements due to a medical condition.

Future Action Plan

- Deferrals (MYP) (A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session) Access and Inclusion Policy, IBO 2022
- UDL (Universal Design for Learning) - UDL is a framework for curriculum development that provides all students with equal opportunities to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assess learner progress (Rose and Meyer 2011).

For the next academic year the Student Council will also have the following responsibilities:

- Value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- Work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision makers regarding support for their children.

Inclusion Policy Review

The Inclusion Policy of Lady Andal School has been collaboratively developed by the members of the Pedagogical Leadership Team, in consultation with the Governing Body, and Admissions Head of The Madras Seva Sadan. Teachers, Counsellors, and Learning Diversity Educators have also contributed to the formulation of this policy.

This policy is shared with all relevant stakeholders, including parents and teachers. We encourage stakeholders to share their suggestions or request changes at any time. All feedback and recommendations will be periodically reviewed and, where appropriate, incorporated after careful evaluation and discussion.

The policy was last reviewed in March and July 2025 and is scheduled for its next review in August 2025. Regular reviews are conducted to ensure that the policy remains aligned with the best interests of our students and continues to support their learning and well-being effectively.

Appendix

A: Referral form for Counselling and SEN

Note:

- Fill out this form to request SEN or counselling intervention, or both.
- This is a combined form for Counsellor and SEN intervention requests.
- Complete only the relevant sections.
- To maintain confidentiality, keep only a digital copy and do not print it.

Part A: To be filled for reporting challenges with respect to academic/ behavioural performance or for issues concerning both.

Part B: To be filled in for reporting challenges with respect to academic performance.

Seeking:

<i>(a) Counselling</i>	<i>(b) SEN intervention</i>	<i>Both a and b</i>
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PART A

Use this for reporting challenges with respect to academic/ behavioural performance or for issues concerning both types.

Student Name:		Date of Reporting:	(Date you started compiling)
Class/Grade:	EYP ____ PYP ____ MYP ____	DOB/Age	DD/MM/YYYY
Teacher/Teachers (Name of respective HRTs and other subject teachers who teach the child)	1. 2. 3. 4. 5. 6. 7.		

Area of Issues/ concerns that necessitate referral. Tick all that apply: (Please refer to Appendix for commonly observed issues in the school setting)

- ☐ Academic performance
- ☐ Behavioural concerns
- ☐ Social/ Interpersonal skills
- ☐ Attention
- ☐ Mood and well-being
- ☐ Communication and speech
- ☐ Other

Has this child been previously referred for Counselling/ SEN

- o No
- o Yes, in the previous academic year or a few years ago
- o Yes, in this same academic year
- o I don't know/ I am not sure

Briefly describe the reason for referral in the table below. Include anecdotes and timelines as applicable

Please note: An example of a table entry has been provided for your reference. Kindly explain the reason for referral by including issues observed in the classroom and school. The appendix 1 and 2 provide a list of commonly observed issues in the school setting and can serve as a reference point. However, if some issues or concerns do not fall under these domains, do not hesitate to include them as well. Try to describe the issue or concern. Avoid using labels and vague terms.

Date	Teacher (Reporting the incident)	Concern or issue with anecdotes. Specify the duration for which you observed these concerns. Highlight behavioural and academic concerns, as applicable.	Action taken by teacher (if any)
E.g.,5-07 -24	Ms Y	Student 'X' is struggling with areas of written work. S/He is unable to form and write simple sentences. S/He replies verbally to most questions and can connect the concepts. S/He has had difficulty in written spelling. Her/His written work has multiple errors, capital and lowercase letters are used interchangeably. I have observed the student's academic difficulties since the school started this academic year. The student only responds when spoken to and has been observed to sit away from the rest of the classmates for the last month. On a few occasions in the last month, I have found him/her muttering to themselves.	Encouraged student 'X' to approach me when s/he has doubts about spelling or syntax. Asked her/him as to why s/he doesn't sit with the rest of the class. The rest of the class was educated about the school policy on bullying

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Other general observations and remarks

E.g.: When Student 'X' was asked why s/he sat way from the rest of the class s/he said, "Other students are constantly making fun of her/his appearance and mannerisms"

Details of communication with the parents of the child regarding the above-mentioned concern/s. This also includes information given to you about the child's environment and behaviour at home, assistance or therapeutic interventions being received by the child outside school.

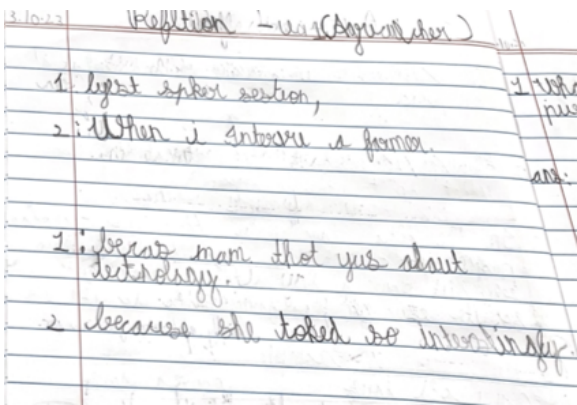
PART B

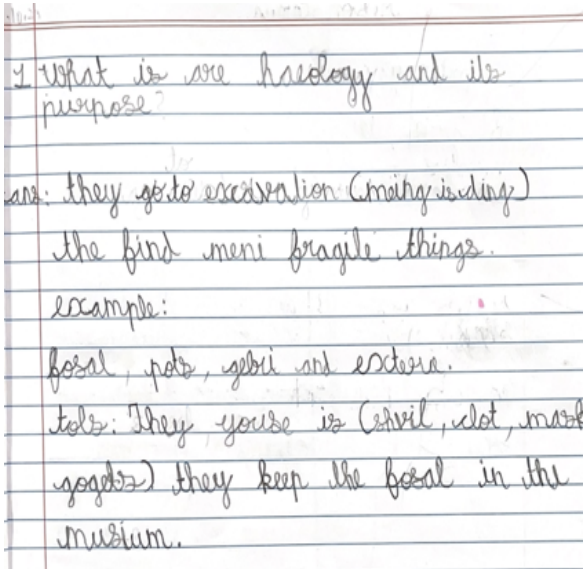
Use this for reporting challenges with respect to academic performance.

When the predominant academic areas reading, writing, comprehension and mathematics are not grade appropriate, this evidence will be helpful in planning the action plan as well as differentiated instruction within the classroom..

Requires support in	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Spelling
	<input type="checkbox"/> Language/ Literacy	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Retention and Recall
Consistency	Dip in the aforementioned areas observed during/since <input type="checkbox"/> Current month <input type="checkbox"/> Over the last 2-3 months <input type="checkbox"/> Over the last 4-6 months <input type="checkbox"/> Consistently from the last few years		
Intervention/External Support Suggested	Given the above-mentioned challenges, what was the action plan suggested? <input type="checkbox"/> Currently seeks special education/therapies as applicable <input type="checkbox"/> Parents are yet to be informed about the appropriate action plan <input type="checkbox"/> Parents have been informed about the challenges, no action has been taken		

Evidences

Observation 1	Attach Supporting Images
Date of Observation: DD/MM/YYYY	
Concept covered: Where we are in place and time?	
Difficulties Observed (Anecdotal references) <i>Several words in the reflections were misspelled.</i> <i>Sentences formed had several grammatical errors.</i>	

Observation 2	Attach Supporting Images
Date of Observation:	
Concept covered: Where we are in place and time?	
Difficulties Observed (Anecdotal references) <i>Sentences have several grammatical errors.</i> <i>The sample does not reflect the topic covered.</i> <i>Written work is difficult to comprehend.</i> <i>Several spelling errors are noticeable in this sample.</i>	

NOTE 1- BEHAVIOUR CONCERNS TO LOOK FOR

This list can serve as a guide for behaviour to watch out for in a school and classroom setting. This guide has been compiled based on PRASHAST- A Disability Screening Checklist for Schools in India and the WHO manual for mental health in schools. Please note that this is just a reference guide.

There could be behavioural concerns that may not be mentioned here but may very well warrant attention. Kindly mention the frequency of the behaviour when reporting them. Please use your discretion when identifying behavioural issues and avoid referrals for minor wrongdoing and misconduct that can be addressed by you within the classroom.

Mood and overall well-being

1. Student often appears sad, withdrawn, or has severe mood swings
2. Angry outbursts that are unprovoked or without relevant cause
3. Student appears to have intense feelings of fear without any specific reason
4. Appearing to be anxious frequently
5. Appearing tired and sleepy in class consistently
6. Frequent physical complaints such as general body aches, headaches and stomach-aches even in the absence of underlying causes (investigate before identifying)

7. Student appears to be detached from reality and lives in an imaginary world, for example, talking to imaginary friends (that is not make-believe play)
8. Any marks on the body which could indicate possible self-harm (cuts, bruises often not associated with accidental injury etc)
9. The student has been observed to exhibit suicidal thoughts or talk about attempting suicide
10. Drastic changes in behaviour or personality

Social and interpersonal skills

1. Student has difficulty in interacting/making friends/playing with peer group/classmates
2. Disengaged or uncooperative while engaging in group activities
3. Lack of politeness when talking to authority figures, defiance
4. Constantly getting into fights or engaging in bullying

Issues relating to attention

1. The student has trouble focusing or sitting still/staying in his/her seat
2. Lost in thought, daydreaming and not engaging with the class
3. Hyperactivity: excessive talking, repeatedly talking out of turn, frequently fidgety, leaving his/her seat frequently
4. Inability to complete tasks despite showing an understanding of the task and having necessary skills and competencies.

Communication and speech

1. Speech-related issues like stuttering, lack of clarity in speech etc
2. Issues with spoken language like difficulties expressing themselves in English and/or their mother tongue

Other issues

1. Consistent signs of poor hygiene and self-care. Ex: dirty nails, unkempt hair, dirty uniforms, lack of dental hygiene etc
2. Sudden changes in weight
3. Truancy
4. Observing motor or vocal tics
5. Frequent accidental or intentional urination while the child is in school. (In children who have been fully toilet trained)
6. Involuntary passing of stool by a child with no underlying digestive or bowel-related issue

NOTE 2- COMMON ACADEMIC CONCERNS

These guiding statements under each domain can serve as a guide for identifying gaps in academic, social and collaborative learning areas in a school and classroom setting. This guide has been compiled based on PRASHAST- A Disability Screening Checklist for Schools in India and other global standards used to identify learning related problems.

These are merely guidelines or suggestive statements. You may add others in case it is not mentioned here.

Reading

1. The learner is only able to read single words in isolation.
2. The learner is able to read sentences but skips a few words.
3. The learner is able to read sentences, however, substitutes some words, mispronounces words
4. The learner lacks accurate pace and fluency for reading from text or board.
5. Lacks letter sound association or phonetic application of sounds.
6. The learner reads fluently but is unable to explain the meaning of text.

Writing

1. Handwriting is illegible, lacks clarity even after several instructions and accommodations
2. Reversal of letters or symbols while writing is noticed in several instances across all subjects.
3. Written spellings have a pattern of errors or the same word is misspelled differently in several instances.
4. The learner has difficulty with written expression (e.g., problems with grammar, punctuation or organization) even after being given individualised instructions in the classroom.
5. Is able to express understanding verbally but has difficulty with written expression.
6. Written expression is more clearly expressed for typed assignments.

Comprehension

1. The learner has persistent difficulty in understanding the meaning of what is read.
2. The learner can comprehend when the text is converted to speech, broken down in smaller passages or is read out to.
3. Listening related tasks are better than reading related outcomes.

Mathematics

1. The learner has difficulty recalling simple math facts.
2. The learner is able/unable to solve simple math problems (addition, subtraction, multiplication, division)
3. The learner has difficulty in solving word problems or application oriented sums.
4. Misreads order of number, transposition of numbers while writing is noticed.

Attention

1. The learner has a limited or short attention span
2. Requires multiple reinforcements to initiate/complete the learning task.
3. Appears to be zoned out but has caught on a little bit of information.

Retention and Recall

1. Struggles to recall facts from prior learning engagements
2. Has difficulty remembering figures, dates, years
3. Has difficulty recalling facts from text. Remember better when a hands-on, interactive or video based learning engagement is given.

Organisational Skills

1. The learner has difficulty following simple/multiple instructions. Requires repetitions of the same instruction to initiate or follow through with the task.
2. Has difficulty in understanding the meaning of time and fails continually to comprehend the requirements of completing assignments within the asked time frame/difficulty in organizing.

INCLUSION AND THE LEARNER PROFILE ATTRIBUTES

Our **Inclusion Policy** is brought to life by embodying key attributes of the Learner Profile:

We are **Caring** by creating a culture of respect where every individual feels seen, heard, and valued. We expect our students to be advocates for one another.

We are **Open-minded** by actively engaging with and celebrating the diversity of perspectives, cultures, and identities within our community.

We are **Principled** by upholding fairness and ensuring equitable access to learning. We are dedicated to removing barriers to success for all students.

We are **Balanced** by nurturing the whole child, recognizing that intellectual growth is deeply connected to their social, emotional, and physical well-being.

We are **Reflective** by continuously evaluating our practices, challenging our own perspectives, and adapting our approaches to better serve our diverse community.

Connection to other Policies

Academic Integrity and Inclusion Policy

Our inclusion policy is designed to create an academic environment where diversity is celebrated and all applicants have equal opportunities regardless of their background. This commitment to inclusion means that we are dedicated to evaluating each applicant on their own merits and potential, striving to eliminate biases and barriers that could hinder access for underrepresented groups. By fostering an inclusive environment, we aim to build a diverse academic community that enriches the learning experience for everyone.

Admissions and Inclusion Policy

Our school is committed to meeting the educational needs of all students, including those with special education needs, as we pride ourselves on being an inclusive educational institution.

During the admission process, we assess whether we can effectively address the specific educational requirements of each student, ensuring that they receive the support and resources necessary for their academic growth and success.

Language and Inclusion Policy

The school organizes various events wherein there is an integration of the mother tongue and the host country language as one of the areas of performance and presentation. The school ensures equal opportunity if provided for the flourishing of the Mother language. Events included in the yearly Literary Fest, such as *Pattimandram* (Tamil Debate) and *Nukkad Natak* (Hindi Street Play) showcase the respect accorded.

Various celebrations highlighting the richness of the local languages, such as the *Villu Paatu* (Story – telling), Pongal and Krishna Jayanthi are held every year.

There is also an active commitment towards the ongoing promotion of languages in our school, such as engaging students in Science Fest in the Goethe Institute.

Assessments and Inclusion Policy

The Assessment Policy establishes guidelines for evaluating student performance, ensuring that assessments are consistent, criterion-based, and aligned with IB standards. It incorporates various assessment methods and feedback mechanisms, along with internal and external moderation, to provide a comprehensive view of student learning. This includes those with diverse needs, have access to a supportive and accessible learning environment. It focuses on making necessary accommodations, providing additional support services, and developing individualized education plans (IEPs) to meet the needs of all learners.

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