



ACCESS AND INCLUSION POLICY

MISSION STATEMENT

The GDGGS mission is to fulfil their academic, cultural, sporting and social potential. Achieve the best possible academic results. Acquire habits of curiosity, reflection, mental flexibility, selfdiscipline, industry and independence. Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity. Develop a confident understanding of their role in an international society.

Purpose

IB World Schools have a responsibility to provide access to the curriculum and academic rigor for all students, including opportunities to pursue individual interests, regardless of individual abilities and needs.

At GDGGS, we believe every child is capable of learning and thriving. We are committed to creating an inclusive environment where all learners, regardless of ability, language, or personal circumstances, can access meaningful opportunities and grow as caring, open-minded, reflective, and principled members of a diverse global community.

Philosophy of Inclusion

At GDGGS, inclusion is understood as a whole-school responsibility in which every staff member contributes to creating equitable learning opportunities for all. We believe all students have the right to take part fully in the IB Primary Years Programme (PYP). We value student voice and choice, and we see inclusion as an ongoing process of removing barriers so that every child can learn, grow, and thrive.

Definitions

- **Inclusion:** A process of identifying, reducing, and removing barriers so that every learner can succeed.
- **Access Arrangements:** Modifications that enable students to participate in learning without changing curriculum expectations (e.g., extended time, visual aids, flexible seating, sensory breaks).
- **Universal Design for Learning (UDL):** Designing learning experiences that meet diverse needs from the outset by providing multiple ways of engagement, representation, and expression.
- **Special Educational Needs (SEN):** When students require support beyond the standard classroom differentiation to meet their potential.

Principles

- All students can learn and have the right to a holistic, inclusive education in a caring and stimulating environment.
- Every teacher is responsible for supporting diverse learners; inclusion is a whole-school responsibility.
- Students are active participants in their own learning, with their voice and choice respected in shaping their learning journeys.
- Education is a partnership among students, parents/guardians, teachers, and the wider community.
- Modifying curriculum, teaching strategies, and assessments may be necessary and appropriate to meet individual needs.
- Access arrangements must be based on current needs, reflect the student's usual way of learning, be applied consistently across contexts, and be reviewed regularly.

We believe in equity, not equality—providing each learner with the right support to help them thrive.

Identifying Barriers to Learning

We recognize that each learner is unique, and various factors can influence their engagement with the curriculum. Barriers to learning may arise from language differences, cognitive or learning needs, physical or sensory challenges, medical or psychological conditions, and social-emotional factors.

Our approach to identifying and addressing these barriers is systematic, collaborative, and student-centered:

1. Teacher Observation & Referral

Teachers, as the primary facilitators of learning, observe students in the classroom context, noting patterns in engagement, participation, and achievement. When a potential barrier is identified, teachers document observations and complete a referral form for the school counselor or psychologist. This step ensures early recognition and proactive support.

2. Counselor/School Psychologist Review

The school counselor or psychologist collaborates with teachers and parents to gain a holistic understanding of the learner. This may involve additional classroom observations, brief pull-out sessions, and review of any existing documentation, including reports shared during admission. This collaborative inquiry helps identify the learner's strengths, needs, and potential barriers.

3. Formal Assessment

Where necessary, learners are referred for diagnostic assessments through accredited centers, such as Moms Belief, or through a centre of the parents' choice. These assessments provide detailed insights that guide the design of personalised learning strategies.

4. Collaborative Support Planning

Based on the findings, a tailored support plan is co-constructed with teachers, parents, and the learning support team. This plan outlines strategies, access arrangements, and classroom adaptations to ensure equitable participation in the curriculum and promote each student's agency and self-confidence.

5. English as a Second Language (EAL)

Learners whose first language is not English are supported through our EAL program, which provides scaffolded instruction, visual aids, and targeted language-building strategies. The program ensures that students can meaningfully engage with the curriculum while simultaneously developing their English proficiency, promoting both academic growth and intercultural understanding.

This process reflects our commitment to inclusive education, collaborative inquiry, and the holistic

development of every learner, in line with the principles of the IB PYP.

Inclusive Practices in Learning and Teaching

We are committed to creating learning environments where every student can access, engage with, and contribute meaningfully to the curriculum. Our approach is grounded in the IB PYP principles of learner agency, differentiation, and holistic development.

1. Universal Design for Learning (UDL)

Teachers design lessons with multiple entry points to ensure that all students can access concepts and ideas. This includes presenting information through a variety of modalities—visual, auditory, and kinesthetic—and embedding opportunities for exploration, collaboration, and reflection. By anticipating diverse learning needs, UDL helps create flexible and equitable pathways for learning.

2. Differentiated Instruction and Assessment

All teachers use a range of formative assessments—observations, reflections, quizzes, discussions, and hands-on tasks—to understand students’ strengths, interests, and areas for growth.

Subsequent instruction is tailored based on these insights, with open-ended tasks, scaffolding, visuals, flexible groupings, and student choice embedded in lessons. Summative assessments are thoughtfully differentiated to provide appropriate challenges, modifications, and avenues for students to demonstrate their understanding in ways that reflect their abilities and interests.

3. Tailored Supports

Students with additional learning needs receive targeted support, including sensory tools, safe spaces, buddy systems, and assistive technology. Internal and external assessments help identify modifications to ensure meaningful participation.

4. Collaborative and Reflective Practice

Teachers collaborate with parents, specialists, and the learning support team to review and refine strategies, fostering an inclusive and empowering learning environment where all students can thrive academically, socially, and emotionally.

Documentation and Monitoring

Every student requiring additional support will have a Learning Support Plan (LSP) or Individualized Education Plan (IEP). These plans outline the student’s learning needs, access arrangements, goals, and review timelines.

Monitoring and Review:

- Progress is reviewed at least once per month, or more frequently if required.
- Student and parent perspectives are actively included in the review process.
- All data is stored securely on Toddle Platform and shared only with relevant staff to ensure confidentiality.

Roles and Responsibilities

- **Classroom Teachers:** Implement inclusive practices daily, observe and document student progress, and adapt instruction as needed.
- **Learning Support Team (SEN):** Develop, implement, and monitor support plans; provide targeted interventions.
- **Psychologist / School Counselor:** Conduct observations, provide assessments and counseling, and collaborate with teachers and parents to support students' social-emotional and learning needs.
- **EAL Team:** Provide scaffolded language support, adapt lessons for English language learners, and collaborate with teachers to ensure students can access the curriculum while developing English proficiency.
- **IB PYP Coordinator:** Ensure inclusive practices are embedded in curriculum planning, learning engagements, and assessments.
- **School Leadership:** Allocate resources, staffing, and ensure effective implementation of inclusion policies.
- **Parents/Guardians:** Collaborate by sharing insights, supporting strategies at home, and engaging in the review process.
- **Students:** Take age-appropriate ownership of their learning and advocate for their needs.

Professional Learning and Collaboration

- We are committed to building staff capacity through continuous professional learning and collaborative practice.
- All teachers receive IB training to understand programme components and how inclusive practices are embedded in curriculum planning, teaching, and assessment.

- Ongoing professional development is provided on differentiation, Universal Design for Learning (UDL), identifying and addressing barriers, implementing access arrangements, and using culturally responsive and trauma-informed strategies.
- Teachers and support staff collaborate regularly—both horizontally and vertically—to reflect on student learning, share strategies, and plan for differentiation and inclusion.
- Targeted guidance and interventions are further supported through external expertise, such as our collaboration with Moms Belief.

This ensures that all staff are equipped to create equitable learning environments where every student can thrive academically, socially, and emotionally.

Parental Engagement

We recognize parents and guardians as partners in the learning journey. Their insights and collaboration are central to student success. Parents are engaged through:

- Early discussions when concerns or barriers to learning are identified.
- Participation in the development and review of Learning Support Plans / IEPs.
- Regular updates, collaborative goal setting, and ongoing communication with teachers and support staff.

Related Policies

This Inclusion Policy is aligned with and supported by other key school policies, including:

- Academic Integrity Policy
- Assessment Policy
- Language Policy
- Child Protection Policy

We also remain guided by current legislation and school board policies to ensure appropriate levels of support for students with special educational needs.

Policy Review

This Inclusion Policy is a living document, evolving with the needs of our community. It is reviewed annually by a committee of school leaders, IB coordinators, and representatives from

the learning support team, teachers, and parents.

Updates are made in line with IB guidance, current legislation, and the needs of the school community.

- **Most Recent Review Date:** April 2026
- **Next Scheduled Review:** April 2027

The purpose of the review process is to evaluate the effectiveness of current practices, revise as needed, and ensure clear communication to staff, parents, and students.

Approved by: The GD Goenka Global School Board.