



INDIA INTERNATIONAL SCHOOL

&

IIS WORLD SCHOOL



INCLUSION POLICY

2026-27



Vision

“A Heritage of Vision, a Legacy of Innovation.”

Mission Statement

“The institution aims at uncompromising commitment towards holistic development and groom globally ethical citizens.”

Philosophy

“IIS caters to the global need of today’s youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become caring members of global community.”

Pedagogy

“We aim to nurture Caring, Creative, Independent Thinkers who are not only Disciplined but Open Minded as well.”



Introduction

At IIS we believe that every learner possesses unique strengths, interests, experiences and aspirations that enrich our learning community. Diversity is viewed as a valuable resource that enhances learning for all.

The school is committed to creating an inclusive culture where every learner is welcomed, respected and empowered to participate meaningfully in all aspects of school life. Inclusion is recognized as a whole-school responsibility that extends beyond academic achievement to encompass wellbeing, belonging, participation and personal growth

Teaching and learning at IIS are grounded in the belief that learner variability is a natural characteristic of every classroom.

Differentiated instruction, formative assessment, inclusive teaching practices and collaborative planning enable every learner to achieve success according to their individual strengths and needs.

Purpose of the Inclusion Policy

The Inclusion Policy establishes the school's commitment to creating an equitable, accessible and inclusive learning environment for every learner. The policy aims to clarify and set guidelines which define and help to put inclusion in practice at school.

The policy provides guidance for all stakeholders regarding:

- learner diversity
- access arrangements
- inclusive teaching and learning
- wellbeing
- collaborative partnerships
- equitable participation
- assessment practices
- learner agency.

The policy supports consistent implementation of inclusive practices across all programs offered at IIS and reflects the school's commitment to continuous improvement.



Philosophy of Inclusion

IIS Inclusion policy is beautifully aligned with the mission and vision of both the National and International boards being followed at school. The school embraces the IB understanding that learner variability is an expected and valued aspect of human diversity rather than an exception requiring separate educational provision.

Our Inclusive education embraces diversity and differences and is well aligned with IB which defines **inclusion as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.**

Inclusive education at IIS seeks to ensure that every learner, irrespective of ability, language background, culture, nationality, gender, socio-economic status or individual learning profile, has equitable opportunities to access curriculum, participate fully in school life and achieve personal success. The inclusion policy supports learner variability and inclusion so that students have better academic and social skills, increased self-esteem and positive relationships. With this objective, the admission policy does not discriminate or restrict the admissions on the basis of race, nationality or national origin, ethnicity, culture, gender, age, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law.

Rather than focusing on diagnostic labels, the school emphasizes understanding each learner's strengths, interests, aspirations and individual learning profile in order to provide appropriate support and remove barriers to learning.

Our school Inclusion Policy is well aligned with IB, Cambridge and CBSE norms.

As per National Board "We need to respect diversity so that every child no matter what his/her background and ability, is provided a relevant and meaningful education". Being different is a fact which most of us understand, inclusion is an effort to make sure all learners including children with disabilities access school along with other children and receive specially designed support and instruction which they need, to succeed as learners and to achieve the required competence and skill.



The CBSE further states that special provisions are provided by the board specially during and for assessments in respect of students with Benchmark Disabilities. Aligned to the CBSE norms, the school may give special consideration to students – need based - as recommended by the doctor, supported with documents, requested by parents and approved by the Principal.

IIS follows the practice of inclusion throughout in academics as well as all co-curricular activities. All students irrespective of their caste, creed, religion, etc. and special education needs have complete access to all curricula. The school staff, teaching and non-teaching is well equipped to handle students with minor Learning Disability.

Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving.

Principles of Inclusive Education

The inclusive practices at IIS are guided by the following principles:

- Every learner is valued and respected.
- Diversity strengthens the learning community.
- Inclusion is the responsibility of every member of the school community.
- Learner agency is promoted through active participation in learning decisions.
- Barriers to learning are identified and removed wherever possible.
- Teaching is responsive, differentiated and evidence-informed.
- Student wellbeing is fundamental to successful learning.
- Learning environments are safe, supportive and respectful.
- Families are valued as collaborative partners.
- Multilingualism is recognized as an asset.
- Inclusive practices extend beyond classrooms to all aspects of school life.
- Continuous reflection and professional learning strengthen inclusive practice.



Objectives of the Inclusion Policy

The policy aims to:

- provide equitable access to learning opportunities for all students;
- recognize and respond to learner variability through inclusive teaching practices;
- promote learner agency, independence and self-advocacy;
- ensure equitable access to assessment through appropriate access arrangements;
- foster student wellbeing and belonging;
- support meaningful participation in academic, co-curricular and leadership opportunities;
- strengthen partnerships among students, families, teachers and external professionals;
- provide ongoing professional learning for staff on inclusive practices;
- ensure compliance with IB, Cambridge, CBSE and national regulatory requirements; and
- promote a culture of continuous reflection and improvement in inclusive education.
- develop ATL skills to enable all learners to access the DP curriculum and become independent learners

Learner Identification and Support

IIS recognizes that every learner has unique strengths, interests, aspirations and learning needs. Learning diversity may become evident at different stages of a learner's educational journey and is viewed as a natural aspect of learner variability rather than a deficit.

The school adopts a collaborative and evidence-informed approach to identifying barriers to learning at the earliest possible stage. Identification is an ongoing process that draws upon multiple sources of information rather than relying solely on formal diagnostic labels.

The purpose of identification is to understand how best to support each learner in achieving equitable access to learning, participation and assessment.



Student Voice and Learner Agency

IIS believes that learners are active participants in decisions affecting their education.

Students are encouraged to:

- identify their learning strengths
- articulate areas where support is required
- establish personal learning goals
- reflect regularly on their progress
- evaluate the effectiveness of learning strategies
- advocate for appropriate support.

Where appropriate, learners actively participate in meetings concerning their Individual Education Plans (IEPs) and access arrangements.

Developing learner agency enables students to become confident, reflective and independent learners who take increasing ownership of their educational journey.

Access Arrangements

Access arrangements are intended to remove barriers to learning and assessment without compromising the integrity of assessment outcomes.

Where appropriate and supported by relevant documentation, the school may provide reasonable adjustments consistent with IB, Cambridge and CBSE regulations.

Examples may include:

- additional time
- use of assistive technology
- rest breaks
- readers or scribes were permitted
- modified presentation formats
- alternative seating arrangements
- separate examination rooms
- enlarged print or other accessible formats.



Access arrangements are determined collaboratively, based on evidence and individual learner needs, and are reviewed periodically.

Inclusive Teaching and Learning

Teachers recognize learner variability as an expected feature of every classroom.

Learning experiences are designed using inclusive pedagogical approaches that provide multiple opportunities for engagement, representation and expression.

Teachers employ a range of strategies including:

- differentiated instruction
- flexible grouping
- inquiry-based learning
- scaffolding
- visual supports
- collaborative learning
- formative assessment
- technology-enhanced learning
- multiple modes of demonstrating understanding

Inclusive classrooms value diversity and encourage every learner to contribute confidently within a respectful learning environment.

Wellbeing and Safeguarding

The school recognizes that inclusion and wellbeing are inseparable.

Every learner has the right to feel safe, respected, valued and supported within the school community.

IIS promotes positive wellbeing by:

- fostering a culture of belonging and mutual respect
- supporting positive mental health
- providing access to counselling services
- implementing anti-bullying procedures



- promoting respectful relationships
- maintaining safeguarding practices that protect the dignity and rights of every learner
- encouraging resilience, self-confidence and emotional wellbeing.

Where additional emotional or social support is required, appropriate interventions are planned collaboratively with families and relevant professionals.

The school is committed to maintaining a learning environment where every learner can flourish academically, socially and emotionally.

Confidentiality

Information relating to learner support is treated with the highest degree of confidentiality.

Relevant information is shared only with staff members who require it to support teaching, learning or student wellbeing.

The collection, storage and sharing of learner information comply with applicable legal requirements and uphold the dignity, privacy and rights of every learner.

Inclusion Beyond the Classroom

At IIS, inclusion extends beyond classroom instruction and assessment. The school is committed to ensuring that every learner has equitable opportunities to participate in all aspects of school life, recognizing that holistic development is achieved through meaningful engagement in academic, social, creative, physical and service experiences.

Where required, reasonable adjustments and appropriate support are provided to enable learners to participate safely and successfully.

The school believes that every learner should experience success through creativity, physical activity and service to the community.

Transition Support

Transitions are significant milestones in a learner's educational journey and may present academic, emotional or social challenges.

IIS provides structured transition support to ensure continuity of learning, wellbeing and belonging.

Individual transition plans may be developed for learners requiring additional support.



Roles and Responsibilities

School Leadership

The School Leadership Team is responsible for:

- promoting a culture of inclusion across the school
- ensuring compliance with IB, Cambridge, CBSE and statutory requirements
- allocating appropriate resources
- supporting staff professional learning
- monitoring implementation of the Inclusion Policy
- ensuring equitable access to learning.

Programme Coordinators

Programme Coordinators will:

- oversee implementation of inclusive practices
- coordinate access arrangements
- facilitate collaborative planning
- support teachers in differentiated instruction
- liaise with parents and external professionals
- ensure compliance with board regulations
- monitor implementation of Individual Education Plans.

Inclusion Team and Counsellor

The Inclusion Team and School Counsellor will:

- support identification of learner needs
- advise teachers regarding inclusive strategies
- contribute to development and review of IEPs
- monitor learner wellbeing



- coordinate external referrals where appropriate
- support transition planning
- promote learner self-advocacy.

Exam Officer

The exam officer is responsible for:

- Ensuring the secure, ethical, and efficient administration of all internal and external IB assessments for all students while maintaining compliance with IB regulations and school assessment policies.
- Make appropriate access arrangements as per student requirements.
- Ensure proper documentation w.r.t access arrangements for all.

Teachers

Teachers are responsible for creating inclusive learning environments by:

- recognising learner variability
- planning differentiated instruction
- using formative assessment to inform teaching
- implementing agreed accommodations
- promoting learner agency
- maintaining high expectations for all learners

- collaborating with colleagues and families
- monitoring learner progress
- fostering respectful classroom relationships.

Every teacher is recognized as both a teacher of learning and a teacher of language.



Students

Students are encouraged to:

- participate actively in their learning
- set personal goals
- reflect on progress
- communicate support needs appropriately
- demonstrate respect for diversity
- contribute to an inclusive school culture
- develop independence and self-advocacy.

Parents and Guardians

Parents are valued as collaborative partners.

They are encouraged to:

- share relevant information
- participate in planning meetings
- support agreed learning strategies
- maintain regular communication with school
- encourage learner independence
- celebrate learner achievements.

Connection with Other School Policies

The Inclusion Policy is implemented in conjunction with:

Admissions Policy

Admission procedures promote equitable access and ensure that learner needs are considered during enrolment while maintaining transparency and fairness.



Assessment Policy

Assessment practices provide equitable opportunities for learners to demonstrate understanding through appropriate access arrangements consistent with IB, Cambridge and national requirements.

Language Policy

The Language Policy supports multilingual learners through language scaffolding, inclusive communication practices and opportunities for learners to develop both academic language and home language where appropriate.

Academic Integrity Policy

Inclusive practices ensure that learners understand expectations regarding ethical learning while receiving appropriate support that maintains– academic integrity.

Well Being Policy

The school recognizes that learner wellbeing, safeguarding and inclusion are closely interconnected and together contribute to a safe learning environment.

Review Process

The Inclusion Policy is reviewed annually or whenever new guidance is issued by the International Baccalaureate Organization (IBO), Cambridge and CBSE or relevant statutory authorities.

Review may include feedback from:

- students
- parents
- teachers
- Programme Coordinators
- School Leadership



- external specialists where appropriate.

The review process reflects the school's commitment to continuous improvement and inclusive practice.

References :

The policy has been developed with reference to:

International Baccalaureate

- **IB Access and Inclusion Policy (2023)**
- **Learning Diversity and Inclusion in IB Programmes**
- **Principles into Practice**
- **IB Standards and Practices (2023)**
- **Programme Standards and Practices**
- **Approaches to Teaching and Learning**
- **The IB Learner Profile**
- **Cambridge Handbook**

National References

- National Education Policy (NEP) 2020
- CBSE Guidelines on Inclusive Education
- CBSE Examination Bye-laws
- Rights of Persons with Disabilities (RPWD) Act, 2016
- National Curriculum Framework (NCF)

The Inclusion policy, the infra needs and trainings required for admissions at IIS are reviewed and catered for, on annual basis.



COMMITTEE MEMBERS

- Mr. Amit Gupta- Chairperson
- Mr. Sumit Gupta- Co- Chairperson & Director
- Ms. Nidhi Mishra- Principal
- Ms. Nidhi Jodha -Sr. Vice Principal
- Ms. Mukta Khandelwal- Vice Principal and DPC
- Dr. Manish Kumar Sharma-Vice Principal
- Ms. Jyotsna Dhamechani-Exam Officer & IGCSE Coordinator (IIS World School)
- Dr. Sunita Chopra-Examination Head (IIS)
- Ms. Aditi Sharma, School Counselor
- Ms. Kavisha Albert -School Nurse

Reviewed & updated in March, 2026