



Inclusion Policy

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School Mission and Vision

Mission

The Choice School, anchored in Knowledge, Character, and Health (KCH), provides a safe, inclusive, holistic, happy learning environment in an evolving, diverse world by equipping the students with scientific temperament and social skills to become global citizens in collaboration with a competent, supportive community.

Vision

At The Choice School, we enbbpassionate learning community that fosters a growth mindset for every student in a happy, caring and stimulating environment, providing them with equal opportunities to discover and develop aptitude and attitude for learning in an equitable environment that inspires and ignites curiosity, creativity, and confidence to transform lives and the world.

Introduction

The Choice School commits itself to providing an inclusive and equitable environment where all students' academic development and personal growth are encouraged. This policy aims at aligning school practices towards inclusion guidelines of the IB so that all students have equal opportunities for holistic, high-quality education.

Principles

Inclusive Culture: The school would strive hard to create an atmosphere of warmth and friendliness so that students feel they belong and are valued and appreciated, regardless of any background differences, abilities, or personal circumstances.

Support at Every Step: The school is committed to offering personalized support and accommodations so that the unique needs of each student can be catered for to make every student well-equipped to participate fully in the IB curriculum.

Collaboration: There will be active collaboration between the school, students, families, and SEN teachers to ensure that students have access to support and services appropriate for what they need.

Professional Development: The school is committed to professional development, a process that fosters deeper knowledge and understanding of inclusive education practices by all staff.

Admission Policy

The School follows an Inclusive Education Policy per the Rights of Persons with Disabilities Act of 2016, Right to Education Act of 2009 and IB guidelines. The school uses inclusive teaching methods in mainstream classrooms to support all students, regardless of their abilities. To support young learners effectively, we ask parents and guardians to provide essential information about each student's talents and needs. This helps us evaluate requirements professionally.

Some applicants may have special needs beyond our capabilities, requiring individual assessments. The school reserves the right to decline admission if we cannot meet those needs.

While we aim to provide necessary accommodations, we must maintain our academic standards and program requirements for all students.

Identification and Assessment

Early Identification: The school uses an interventionist approach in identifying the students who need additional support. This shall be accompanied by routine monitoring and evaluation for timely support and intervention.

Collaborative Assessment: Assessments shall be done collaboratively with the student, members of their family, the SEN Teachers, and the HDES Department to understand and prioritize their needs and strengths.

Support Services

IEPs: Students requiring significant support will receive an Individualized Education Plan (IEP) from the school, clearly stating specific goals and support services.

Differentiated Instruction: The school will use differentiated instruction, which allows for different students to learn differently based on their competencies in learning, and this may range from the use of alternative materials, flexible pacing, and multiple methods of assessment to ensure that all students' needs are accommodated.

Learning Support Services: The school shall provide learning support services through various provisions.

- **Special Education Needs teachers:** To provide special instruction and support for students having other learning disabilities or special conditions.
- **Counselors:** To provide social, emotional, and behavioral support.

- **HDES (Health, Development, and Education Support)**- The Choice School has established the Department of Health, Development, and Education Support (HDES) to assist students with special educational needs. The team consists of special educators and speech-language pathologists, who work collaboratively with teachers and other staff members to support the diverse needs of students.
- **Objectives of Health Development and Educational Services (HDES):**
 - **Mainstream Integration:** Integrating students with special educational needs into mainstream classrooms and ensuring they can participate in classroom activities.
- **Targeted Interventions:** Providing personalized support and targeted interventions to meet the specific learning needs of each student.
- **Inclusive School Activities:** Ensuring that students with special needs are fully integrated into all aspects of school life, including extracurricular activities and social engagements.

Accessibility

The school will ensure the physical environment is accessible to all students, including students with mobility impairment.

Cooperation with Families

Open Communication: The school will have open and regular communication with families regarding the child's progress, needs, and goals.

Shared Responsibility: Both the school and parents will be collaborative partners in supporting the student's academic and personal success.

Professional Development

Continuing Professional Development: All the staff members will be offered continuous professional development to understand more and acquire capacities concerning the necessity for inclusive education.

Evaluation and Review

The Choice School aims to create an all-inclusive environment that is completely unbiased, and all the students will reach their full potential. Implementing the strategies outlined in this policy ensures that every student receives a quality education and becomes a successful and responsible global citizen.

The school will regularly monitor how well the inclusion practices are working to adjust and amend as necessary. The school will solicit feedback for improvement from students, families, and staff members in the continuous enhancement of its inclusion practices. This policy will be reviewed annually by the Head of IB, IB Coordinators, and SEN Teachers and all involved parties.

This policy will be implemented in harmony with the policies and guidelines set forth by the International Baccalaureate Organization.

First Review: May 21, 2024

Last Reviewed: Dec 11, 2024