



INCLUSIVE EDUCATION POLICY

2024-26

CREATIVITY

CONNECTIVITY

CHARACTER

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GPS Brookes Kochi Overview

Global Education Trust has partnered with Brookes Education Group to establish GPS Brookes Kochi, with the aim of providing world class education and an opportunity for students to connect worldwide to become responsible global citizens.

Global Education Trust (GET) also caters to other curricula through its two schools: Global Public School (CBSE) and GPS International (CIE). GPS Brookes Kochi being within the umbrella of GET is part of the GET schools community apart from being globally connected to the Brookes network of schools.

Vision

A world of self-confident lifelong learners connected and inspired to help others

Mission

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds, and we connect globally with our other campuses to learn about the world, from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

Values

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character, and develop connections to deliver exceptional educational learning experiences.

Inclusive Education Policy

Inclusivity and GPS Brookes Kochi Values

Through our joint GPS and Brookes missions, as a school we are charged with creating an educational experience that “serve(s) each student's unique academic, physical & emotional needs”. An education that “must be child-centered” where “students are supported in a caring environment”. Through this our aim is to enable all our students to become “self-confident lifelong learners”.

As a truly holistic school GPS Brookes Kochi, celebrates the diversity within our whole community and recognizes each member of that community as an individual with unique attributes. This is achieved in a supportive educational setting as part of an involved wider triangle of School, Student and Family.

Throughout the Diploma Programme, GPS Brookes Kochi promotes the guiding principles within the IB Learner Profile as the foundation that enables each student to succeed in multiple ways.

Principled	Inquirer	Communicator	Open-Minded	Risk-Taker
Balanced	Reflective	Thinker	Knowledgeable	Caring

What is inclusive education at GPS Brookes Kochi

The IB defines Inclusive education as:

*Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.*¹

¹“Learning diversity and Inclusion in IB Programmes” International Baccalaureate 2016: Updated 2020, p2.
https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

"What is an IB education? - International Baccalaureate." 2019.
<https://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>

Students from age 3 to 19 come to school with combinations of unique and shared patterns of values, knowledge, and experience of the world and their place in it. Hence, IB education in the school is based on the identification of each student's own learning style, strengths and challenges. 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.

GPS Brookes Kochi believes that inclusive education is a process that meets the needs of the student body as individuals within their own unique experience.

This includes but is not limited to:

- Students with a learning access requirement, those who are academically gifted as well as those experiencing academic difficulty
- Students with talents beyond the classroom
- Students with English as an Additional Language
- Students from varying socio-economic settings
- Students with diverse personal or cultural backgrounds or religious affiliations
- Students with a combination of equity and diversity needs.
- Gender equity

Inclusive education at GPS Brookes Kochi is aimed at supporting the individual student to develop their potential in a variety of interests potentials within the educational setting of the Diploma Programme.

This is articulated by the whole school community through:

- Recognition and value of diversity as central to developing international mindedness
- Recognition that differentiating the learning experience for each student is essential to fulfilling learning goals for students.
- Acknowledgment of the importance of school, student, family, and community as a collaboration that leads to student success.

GPS Brookes Kochi, believes very strongly that the underlying principles of inclusion within the ethos of the IB integrate strongly with these principles:

“Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum, and assessment. It is an educational approach to which all schools should aspire.”

“Inclusion is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community.”²

GPS Brookes Kochi, strongly believes in the IB position that *“Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student’s potential or appropriate teaching strategies.”³*

It may be useful to understand how a range of considerations for learning exist. The IB has published a useful document that provides useful advice in highlighting and explaining a range of barriers and some possible strategies that can be used to overcome these barriers. As the IB points out “Please note these are suggestions only and are intended to assist you in considering all barriers to learning. It is not an exhaustive list and does not constitute professional or diagnostic advice.”

Barriers included but are not restricted to:

- Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)
- Autism

²“Learning diversity and Inclusion in IB Programmes” International Baccalaureate 2016: Updated 2020, p2.
https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

³“Learning diversity and Inclusion in IB Programmes” International Baccalaureate 2016: Updated 2020, p3.
https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

- Dyscalculia
- Dyslexia
- Dyspraxia—developmental coordination difficulties (DCD), motor learning difficulties
- Gifted and talented or exceptionally able
- Hearing impairment/deafness
- Medical conditions/chronic illness
- Mental health issues
- Physical disabilities
- Speech, language and communication needs (SLCN)
- Visual impairment

Please refer to meeting student learning diversity in the classroom (IBO, 2013), shared alongside this policy on our website.

Inclusive Practice at GPS Brookes Kochi

As outlined above, inclusive practice is designed around the individual student within the educational setting of the school and the Diploma Programme. The practice of inclusion begins with the admissions process during which it is assessed how the student can thrive and the school can provide suitable support and resources.

Therefore, access to education is open to all students who can benefit from and be supported during a learning journey at GPS Brookes Kochi. (Please refer the GPS Brookes Kochi Admission Policy.)

GPS Brookes Kochi provides students with an educational experience, where “we help students discover their passion, develop their character, and understand their connection to others and society”.

During admissions, all students are assessed to gauge whether or not GPS Brookes Kochi can meet the individual needs of that student.

Access to Learning Support within GPS Brookes Kochi

At admissions and if identified, later

GPS Brookes Kochi builds on the Individual Education Programmes already in place within the other Global Education Trust GET institutions and the Key Center Programmes that are a facet of all Brookes schools.

Figure 1 outlines the support process within GPS Brookes Kochi.

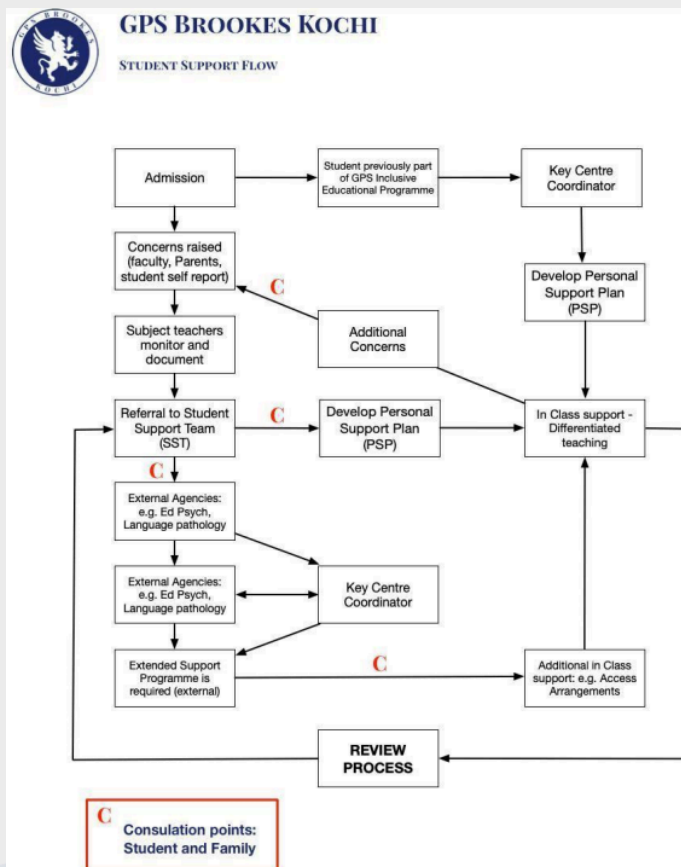


Figure 1: Key Center Student Support Pathways

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Inclusivity within the Taught Curriculum

"Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

*Grounded in contemporary educational research, the IB's ... five approaches to learning guide and focus educators and students in IB World Schools. They play a crucial role in ensuring that the aspirations of an IB education become a reality in the classroom."*⁴

*"The underpinning principle is that assessment is a part of learning and teaching"*⁵

GPS Brookes Kochi uses student assessment to not only report on student attainment but also to prior knowledge, identify gaps in knowledge and monitor development through formative assessment that informs the teaching and learning of each student. (Refer to the GPS Brookes Kochi Assessment Policy for further guidance)

GPS Brookes Kochi supports students for whom English is an additional language through both the Key Center Programme and within the curriculum through differentiation.

While for students entering GPS Brookes Kochi The practice of inclusion begins with the admissions process during which it is assessed how the student can thrive and the school can provide suitable support and resources, where students do enter the programme requiring additional support for academic English, this provision is met through the Key Center structure and is individualized for each student.

⁴ "What is an IB education? - International Baccalaureate." 2019.

<https://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>

⁵ "Access and inclusion policy" - International Baccalaureate. 2018: Updated 2022, p1.

https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/access-and-inclusion-policy-e_n_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf

The curriculum also builds a progression for all students through differentiation of teaching and learning activities to support students in meeting and extending personal expectations. (GPS Brookes Kochi, Academic integrity Policy)

GPS Brookes Kochi develops the capacity in each student to learn how to learn, through the Approaches to Learning skills embedded in the Diploma Programme .

GPS Brookes Kochi, through cooperation with parents, helps develop wider educational support if required beyond the resources directly available in school under the umbrella of the Key Center Coordinator.

GPS Brookes Kochi supports and implements inclusive assessment arrangements for students identified as having assessment access requirements. Access arrangements are in line with the IB Access and Inclusion Policy and reviewed regularly.

GPS Brookes Kochi faculty members create authentic opportunities for students to develop local connections and enrich the curriculum through a curriculum framed within our own unique setting and that wider Brookes schools.

GPS Brookes Kochi provides opportunities for students to make choices based on their strengths, needs, interests and possible future paths.

Recognizing Need

Teachers at GPS Brookes Kochi are supported by Key Center Coordinator in recognizing when students may have learning needs. Shown in Figure 1, the process is initiated by concerns raised by faculty, parents or the student themselves. However, often subject teachers are the first to notice these concerns.

At the start of each academic year, the Key Center Coordinator runs workshops for faculty for their understanding of the provision and process of inclusive education at GPS Brookes Kochi. This is also supported by a specific Inset during the year where the Key Center Coordinator and Principal focus on specific areas of inclusivity practice.

Confidentiality

GPS Brookes Kochi treats all information about a student as confidential. If required, information will be shared only with members of the faculty and Key Center team, to ensure appropriate support for each student is in place and available. Where students are at risk of physical, psychological or sexual harm, information will be shared with relevant bodies in accordance with all legal requirements.

Inclusive Assessment Arrangements

GPS Brookes Kochi follows the guidelines of the International Baccalaureate with regard to access arrangements for all formal assessments. Regulations around access are provided to parents and students during the process of identifying a need.

When a student with access in one programme within the wider GPS Community moves to GPS Brookes, IB Diploma Programme, continued dialogue between school, parent and student ensures that all information pertinent to the is collected.(Ref, fig. 1)

When a student is identified as requiring Inclusive Access Arrangements (IAA), The Principal, Diploma Programme Coordinator, and Key Center Coordinator work with the individual student and parents to understand the need, provision, and implementation of the IAA. The programme coordinator also works with the faculty as a whole to ensure that access arrangements are applied during the taught curriculum and are therefore part of the process of Formative and Summative assessment.

(Refer to the GPS Brookes Kochi, Assessment Policy for further guidance)

Once identified as part of a student's Individual Assessment Plan (IAP), the coordinator working with the relevant faculty member ensures the possibility for the student to practice any suggested access arrangements throughout the programme. This prior use of arrangements helps guide the coordinator in developing the specific request for each individual student within the specific requirements of the programme. A student's IAP may form part of or be separate from any Personal Support Plan (PSP), based on the needs of each individual student.

Supporting documentation, both within the school and from outside consultation as well as official access allowance documentation, is recorded and held by both the school registrar and programme coordinator.

When a student is identified as requiring access arrangements prior to entering a programme, the programme coordinator will work with a parent, student, and faculty to develop initial support strategies prior to entry to the programme.

Applying for Inclusive Access Arrangements

“The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student’s learning support requirements. Under no circumstances should it give the student an advantage.”⁶

Not all inclusive access arrangements require a request to the IB to implement.

Examples of access arrangements that do not require prior authorization are:

- Rest breaks
- Use of a separate room
- Clarification of examination directions
- Color naming (for students with color blindness)

Implementation of arrangements not requiring authorization is at the discretion of the Diploma Programme Coordinator and arranged through consultation with student support, the student, and parents.

⁶“Access and inclusion policy” - International Baccalaureate. 2018: Updated 2022, p 8.

https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/access-and-inclusion-policy-e_n_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf

Where access arrangements require prior authorization by the IB, a request for an inclusive access arrangement must be submitted by the Diploma Programme Coordinator on behalf of the student

directly to the IB. Applications must be submitted by 15th of November preceding the May session in which the examinations take place.

Required documentation

All applications for inclusive access arrange two forms of supporting documentation.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners.
- Educational evidence from the school.

Examples of access arrangement that require prior authorization are:

- Access to additional time
- Access to modification in presentation
- Sign language interpreters
- Scribe

All requests for inclusive access assessment arrangements are developed from the current requirements of each student's need and must reflect their normal way of working.

Sharing our Policy

The GPS Brookes Inclusive Education Policy is shared with the whole GPS Brookes community electronically and is available on the website.

During Options and Admissions, a copy of the policy is given to parents and students as part of the admissions pack. Each family during their admissions interview is made aware of the GPS Brookes Kochi student support service – Key Center, and at times Inclusive provision is explained.

First draft – May 2019

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Reviewed _ June 2019, October 2019, July 2021, March 2022

Implemented – November 2019, August 2021

The policy is reviewed annually. Review of GPS Brookes Inclusive Education Policy will be reviewed by the Key Center team, DP administration, and faculty at the start of each academic year.

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