

Himalayan WhiteHouse School

INCLUSION POLICY



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1. VISION and MISSION

Vision:

Himalayan WhiteHouse School aims to develop globally aware citizens who are lifelong learners and leaders.

Mission:

Himalayan WhiteHouse School is committed to the harmonious holistic development of every child for excellence in academics, character, leadership, service as action, and global citizenship. We believe that children should be internationally minded, empathetic, responsible and lifelong learners who will not only set examples for themselves but also contribute to society with grit and resilience.

2. PURPOSE OF THE POLICY

The Inclusion Policy outlines our commitment to supporting all learners, including those with learning difficulty like; Dyslexia, Dyscalculia, Dysgraphia, Attention-Deficit/Hyperactivity Disorder, Processing Disorder, exceptional abilities, or other challenges that may impact their learning. It provides a framework for creating an inclusive environment that enables every student to access the curriculum, participate in school engagement learning activities, and reach their full potential.

3. PHILOSOPY OF INCLUSION

We recognise that every student is unique, bringing diverse abilities, talents, and perspectives to our community. Inclusion is about embracing these differences and creating a supportive environment that meets individual needs. Our goal is to empower all students to achieve academic, social, and emotional growth while fostering empathy and respect among peers. Inclusion at Himalayan WhiteHouse School is a collaborative effort that involves students, parents, teachers, and the broader community. "When students are seen for who they are and considered in terms of their strengths and challenges, not their labels, teachers are better able to create learning opportunities that enable every student to develop and pursue appropriate personal goals" (IBO 2019).

4. INTRODUCTION

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" (IBO 2019).

Himalayan WhiteHouse School believes in fostering a culture where every student feels valued, respected, and empowered to succeed. Inclusion is central to our educational philosophy, ensuring that all students, regardless of their abilities, backgrounds, or challenges, have equitable access to learning opportunities. This policy is designed to uphold the principles of the International Baccalaureate (IB) while promoting diversity, equity, and mutual respect.

5. PRINCIPLES OF INCLUSION

Our Inclusion Policy is guided by the following principles:

- **Equity:** Providing all students with opportunities to succeed by offering personalised support based on their unique needs.
- **Diversity:** Celebrating and valuing the differences that make our community rich and vibrant.
- **Collaboration:** Partnering with families, specialists, and the school community to create a unified approach to inclusion.
- **Empathy and Respect:** Promoting understanding and kindness among students, staff, and parents to build a cohesive, inclusive community.

6. IDENTIFICATION OF NEEDS

Students' needs are identified through a collaborative process that includes teacher observations, baseline assessments, parent feedback, and evaluations by external specialists, all conducted with parental consent and guided by the school's inclusive counselor. This process begins at the admission stage and continues throughout the student's time at the school. When teachers notice learning challenges in a student, they document their observations through anecdotal records and seek support from the school counselor. The identified needs may include:

- Learning differences such as dyslexia, ADHD, or processing disorders.
- Physical disabilities requiring accommodations in the classroom.
- Social and emotional challenges such as anxiety or behavioural issues.
- Giftedness or exceptional abilities requiring advanced learning opportunities.

7. SUPPORT AND ACCOMMODATION

Himalayan WhiteHouse School is committed to providing a range of support strategies to ensure all students have access to a meaningful and enriching

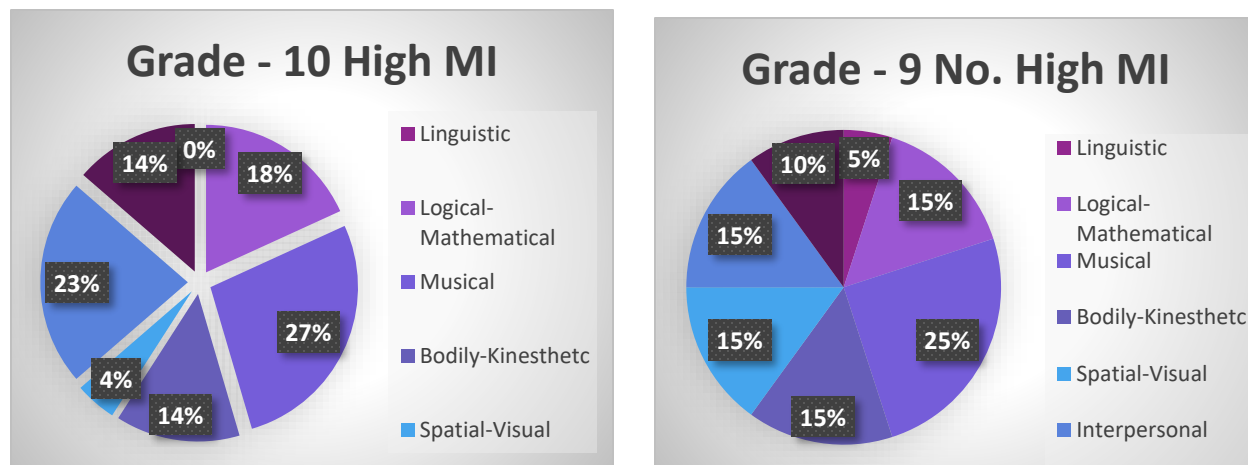
education. According to the IB, the four principles of good practice that promote equal access to the curriculum for all learners are: affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning (IBO, 2019).

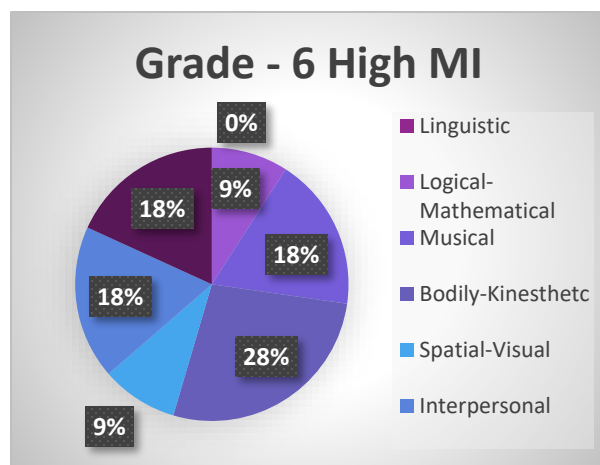
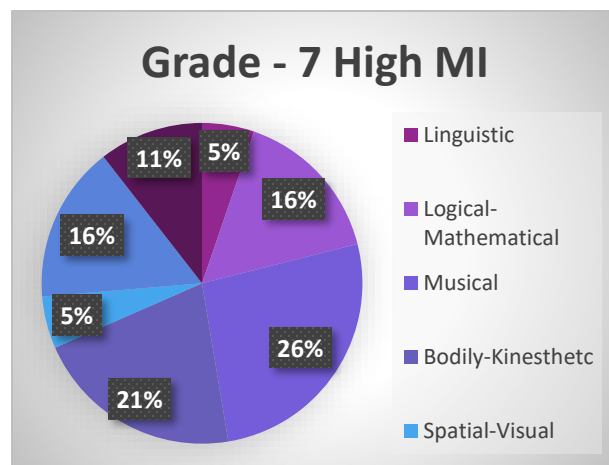
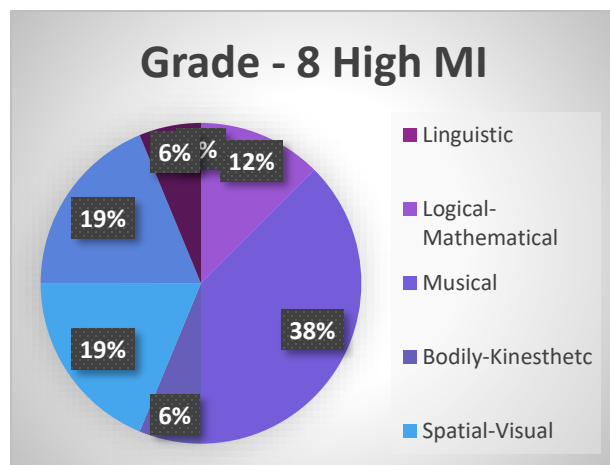
As part of the school's inclusive philosophy, learners are not labeled based on challenges such as dyslexia. Instead, the focus is on identifying and leveraging their strengths to enhance self-esteem and support their learning journey. Individualized Learning Plans (ILPs) are created for students requiring additional assistance, setting clear goals and outlining specific strategies to address their unique needs. Differentiated instruction is not only for the student with learning needs but for all learners based upon the learning styles (Harvard Gardner Theory of Multiple intelligence) and engagement techniques are employed to adapt teaching methods and materials, ensuring every student can connect with and benefit from the curriculum.

To support emotional and social well-being, the school facilitates Boys' and Girls' Club provide students with opportunities to engage in discussions on age-appropriate physical, social, emotional, and psychological topics. Counseling services and peer mentoring programs further support students by building resilience and encouraging positive relationships. Classrooms are thoughtfully designed to be inclusive, with flexible seating arrangements that promote a supportive and welcoming learning atmosphere.

8. PROFESSIONAL DEVELOPMENT

The school is dedicated to fostering inclusive practices by providing teachers with ongoing professional development on topics like differentiated instruction and learner-friendly environments. To support this, a Multiple Intelligences survey was conducted with MYP students on October 7, with the results presented class-wise in pie charts to better understand and cater to their diverse learning needs.





It is observed that MYP students demonstrate a high level of musical intelligence, indicating a strong sense of music and rhythm. Incorporating activities such as writing and presenting songs within a unit could significantly enhance their engagement in the learning process. Additionally, playing soothing music in the background during tasks like practicing math or other activities might improve their focus and concentration.

It is evident that MYP students need to further develop their linguistic intelligence. To support this, they should be encouraged to read more books. Activities such as book reviews, book talks, comic writing, and writer's workshops can be integrated into their Units and Homeroom sessions to enhance their language skills effectively.

Additionally, teachers are encouraged to conduct independent research, share their insights with the HWS community, and collaborate in developing inclusive strategies.

For instance, a teacher researching Universal Design for Learning (UDL) might lead colleagues in developing adaptable lesson plans that accommodate various learning styles, ensuring all students can actively engage with the material. Another session might explore the use of visual aids and multimedia tools to support students with auditory processing challenges. Additionally, the school invites external specialists, such as psycho-educational counselors, to collaborate with teachers, providing tailored guidance and sharing best practices for supporting students with specific needs.

Individualized Learning Plans (ILPs) effectively, incorporating personalized approaches such as allowing extra time for assignments, breaking down tasks into smaller steps, or using alternative assessment methods. For example, a student with dyslexia will be given the chance to demonstrate their understanding through an oral presentation rather than a written essay, while a student with ADHD might benefit from structured breaks and a quiet workspace.

Through continuous professional development and collaboration with experts, the school ensures its educators are equipped to create inclusive classrooms where every student feels valued, supported, and empowered to succeed.

9. According to Standards and Practices

Himalayan WhiteHouse School (HWS) is committed to promoting empathy, compassion, and the acceptance of individuals, valuing their unique qualities. The school implements an extensive language policy that encourages communication celebrating diversity among various communities, genders, abilities, and talents. This policy undergoes regular evaluations to ensure it aligns with the IB's Inclusion philosophy and adequately addresses the varied requirements of our student population.

Culture 2.3: ROLES AND RESPONSIBILITIES

The implementation of the Inclusion Policy involves collaboration among key stakeholders. Teachers are responsible for identifying students' needs, delivering inclusive instruction, and monitoring progress. Parents play a vital role in sharing insights and supporting their children's learning journey. The school leadership team ensures that adequate resources, policies, and training, are in place to

support inclusion, while students are encouraged to practice empathy and respect towards their peers (0301-02-0300).

Approaches to teaching 5.1: The educators at Himalayan WhiteHouse School (HWS) are committed to recognizing and addressing the unique differences among students, including their abilities, interests, learning styles, and needs. By setting personalized learning goals, they ensure that each student's strengths are nurtured, and challenges are effectively supported, fostering an inclusive and impactful learning experience (0403-05-0100).

10. Implementation

Himalayan WhiteHouse School goes on a case-to-case basis in making decisions to provide appropriate support for students requiring learning support which vastly depends on parent awareness and support, and availability of resources such as professional development opportunities, and extra support teacher.

Given below is the procedure in identifying and providing learning support:

Step 1- GRT/HRT/subject teacher fills referral form

Step 2- Referral form supported by teacher comments and evidences is reviewed by Inclusion Coordinator and department

Step 3- Inclusive educator observes student to remove bias of any kind.

Step 4- Inclusive educator prepares report and shares with Pedagogical Leadership Team (PLT).

Step 5- School invites parents of the child for a sit down meeting with Programme Coordinator, **Inclusive Educator** and Subject Teacher/GRT/HRT.

Step 6- Inclusive Educator makes recommendations to the parent for external analysis and tests for the child to ensure that the child's learning needs are met effectively.

Step 7- Parent consents to testing or conducts the test at the agency and submits the report to the school.

Step 8- Inclusive educator prepares ILP (Individualized Learning Plan) for the student and shares it with the Parent, Programme Coordinator and relevant subject teacher only.

Step 9- ILP is implemented by the necessary stakeholders in school and at home.

Step 10- Routine check-in's by the Inclusive educator to ensure ILP is followed and student progress. Reports to be maintained in the student file with access only to the Inclusive Educator and Pedagogical Leadership Team(PLT) at the school and parent (If approved by the school)

Documentation: The school has a system of maintaining individual child records which includes Individual educational goals, any special arrangements and agreements reached. This record is maintained and accessed by the grade teacher in case of PYP students and the homeroom teacher in case of the MYP students. The student support counselor will also have a copy of the documents for continuous support.

Communication: An Inclusive Educator plays a vital role in addressing the learning needs of students. They are responsible for communicating with parents in a professional and sensitive manner to recommend an external psychometric assessment when a child exhibits signs of learning difficulties.

This process is supported by documented evidence collected by the educator, which may include observation records, anecdotal notes, samples of the child's work, and other relevant documentation. These records provide a comprehensive understanding of the child's challenges and serve as the basis for the recommendation, ensuring that the approach is informed and collaborative. The Inclusive Educator works closely with parents to ensure clarity, build trust, and facilitate appropriate interventions that support the child's learning journey.

Confidentiality: All information, documentation and communication regarding the student is confidential and accessed only by the school management, concerned teacher, student support counselor or the concerned student and parent.

11. MONITORING AND REVIEW

The Inclusion Policy is reviewed annually to ensure its relevance and alignment with best practices and the evolving needs of the school community. Feedback from students, parents, and staff informs improvements to the policy and its implementation.

Individualized Learning Plan (ILP)

A student comes into the attention of the school that has or may have a disability. Either the student has an obvious disability in need of immediate action or the student fails to acquire academic or social skills even after

classroom interventions. Himalayan WhiteHouse School will use the following process to ensure that the student receives adequate support:

1. Referral: A referral is made to the IEP team for assessment of the child.
2. Evaluation: An evaluation team consisting of the Academic leader and the class teacher is organized and an assessment plan is made. The teacher conducts an evaluation of the student. The parent/guardian of the child may ask the parents for medical evaluation of the child. The evaluation must be conducted in a timely manner (30 calendar days) so as to provide timely support.
3. Develop an ILP team consisting of the following individuals:
 - Parent
 - Grade teacher
 - Support teacher (if the student requires one)
 - Academic leader from HWS
 - Student's doctor (if available)
 - Student (where appropriate)
4. Development of the ILP: Once the child is found in need of an Individualized Education Program, the ILP team conducts an ILP meeting and develops an individualized education program in the least restrictive environment. The ILP team needs to fill out the ILP form which ensures the Update of student information of ILP
5. Review of progress of previous goals and objectives (from the second meeting onward)
6. Review of current assessment (medical and individual)
7. Review of current levels of performance
8. Review/determination goals and objectives, discuss and get consensus
9. Implementation of the ILP: Once the ILP is developed, all parties are responsible to implement the program.
10. Follow up meeting at the end of each term.
11. Transition plan at the end of Pre-school, Primary school, Middle School and/or High school

NOTE: Students exit the program when they complete Pre-school, Primary School (GV), Middle school (GX) or High school (GXII). It is solely the school's decision to provide an IEP for any student in any given year. The continuation of the student in the school after the completion of each program is solely the school's decision.

Individualized Learning Plan:

Name: _____

Date of Birth: _____

Grade: _____

Present levels of performance: (What do you know about this child, and how does that relate in the context of content standards and how the condition affects the student's involvement in general curriculum)

Annual Goals and Short-Term Objectives

Goal _____	Content area: _____
Frequency: _____	
Benchmarks or short-term objectives:	
Identify service provider:	
Grade teacher: _____	Special support teacher: _____
Determine where services will be provided:	
General education class: _____	Resource room: _____

Identify measurable annual goals:

Goal _____	Content area: _____
Frequency: _____	
Benchmarks or short-term objectives:	
Identify service provider:	
Grade teacher: _____	Special support teacher: _____
Determine where services will be provided:	
General education class: _____	Resource room: _____

Special Factors:

Based on discussions of the information provided regarding relevant special factors and other considerations as noted below, the following is applicable and incorporated into the IEP.

	Incorporated into ILP
Behavior: In case of students whose behavior impedes his or her learning or that of others	
Limited language Proficiency (Nepali or English)	
Communication	
Assistive technology services and devices	
Deaf or hard of hearing	
Visual impairments	

Other considerations:

Physical Education: Extended services: Medical information:

Parent

Inclusive Educator

Academic Leader

12. CONCLUSION

Himalayan WhiteHouse School is dedicated to creating a learning environment where every student feels empowered to succeed. Our commitment to inclusion reflects our belief in the value of diversity, equity, and mutual respect. By fostering an inclusive culture, we aim to nurture compassionate, principled, and globally-minded individuals who can contribute positively to the world. Inclusion is not just an approach but a promise to uphold the dignity and potential of every student.

This Inclusion Policy was revised and drafted by the Inclusion Policy Committee, with contributions from Abhishek Rai, Rejina Rokka, Poonam Tuladhar, Bishal Shrestha and Ratna Devi Maharjan.

13. References:

Programme standards and practices

The IB guide to inclusive education: a resource for whole school development

Meeting student learning diversity in the classroom, Removing barriers to learning

Learning Stories- "An International Baccalaureate education for all"