



INCLUSION POLICY

Vision Statement

Dream, inspire, act.

Mission Statement

Genesis Global School aims to nurture all students to become resilient and confident learners as socially responsible leaders serving diverse communities and cultural contexts.

Values and Philosophy

Our Values

Compassion: We foster a culture of compassion, where every member of our community values and demonstrates exceptional attitudes towards each other and the wider world. We strive to create an inclusive environment where empathy and understanding are the cornerstones of our interactions.

Courage: We empower our learners to embody resilience and bravery, instilling in them the courage to approach new learning and life opportunities with curiosity and drive. We encourage them to embrace challenges and persevere in their pursuit of knowledge and personal growth.

Ambition: We are committed to creating a community that is driven by ambition. Our members strive for excellence in academic, cultural, creative, and sporting endeavours. We believe in setting high standards and working tirelessly to achieve them, pushing the boundaries of what is possible.

Respect: We celebrate and respect the unique contributions made by every member of our school community. We recognize the value that each individual brings, fostering an environment where diversity is embraced and where mutual respect is the foundation of our interactions.

Dignity and Integrity: We uphold the principles of dignity and integrity in all that we do. Members of our community conduct themselves with humility, ethical values, and empathy in their interactions within the school and beyond its gates. We believe in acting with honesty and sincerity, always striving to do what is right.

Our Philosophy

- Provide happy and safe environment
- Deliver high quality teaching and learning
- Establish high expectations of students in all areas of school life
- Encourage students' confidence, self-esteem and self -efficacy
- Value all students as individuals so that they can achieve their full academic and personal potential
- Instil a sense of adventure and broadening of horizons
- Provide opportunities to be courageous global learners
- Extend learning opportunities beyond the classroom

- Provide an environment so that students develop moral and spiritual values
- Produce students who are independent of thought and have a lifelong enthusiasm for learning
- Establish mutual respect between all members of the school community
- Provide a broad curriculum which values the strengths of each subject and student equally
- Create a positive, secure and purposeful atmosphere
- Create an environment where growth mindsets are valued
- Foster links with parents/carers and the wider community
- Encourage excellence in every area of school life
- Create an environment which encourages true dialogue between members of our school and the wider community
- Deliver a philosophy that promotes learning without limits
- Inspire and empower all students to achieve the best that they can with the gifts that they have.

GGG High-Quality Teaching and Learning statement

HQTL takes into consideration the emotional and physical needs of the learners and ensures a safe supportive learning without fear.

Learning experiences challenge conceptual understanding using an inquiry and personalised approach to learning embracing technology as a tool – with an emphasis on developing critical thinking, creativity, and innovation.

The learning environment is aimed to strengthen collaborative learning, speaking, listening, reading and writing and other forms of communication and oracy.

The curriculum has an emphasis on providing an experiential learning experience using both local and global contexts.

As a result, learning incorporates formative assessment, summative assessment and self-assessment integrated in the activities to inform learner progress.

A high-quality teaching and learning environment reinforce the values of integrity, empathy, humility, and compassion.

INCLUSION POLICY AND GUIDELINES

Inclusion statement

Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.

Inclusion is an ongoing process that aims to empower and respect the diverse needs by offering a high-quality teaching and learning environment to each learner.

Inclusive Curriculum

- Curriculum is adapted and modified to ensure inclusive teaching and learning environment
- Assessing all learners to establish their start points.
- Personalised learning approaches are used by teachers to ensure every child has access to the curriculum and can make above expected progress.
- Progress strategies are key to empower students to develop self-belief and confidence (we are not focusing on attainment (Academic attainment is measured by evidence of learning and not used as a comparison to more gifted students)

To monitor literacy and oracy through a variety of in class evidence and benchmark data (NGRT and CAT 4) and provide intervention strategies where progress is impacted by language – so as not to make language a barrier for enquiry and using technology as a support.

For students whose progress is limited by tests, there is no compulsion to enter e-assessments.

Transition between grade 5 and 6 tracking and progress is critical and vertical articulation collaboration is essential through the whole academic year. PYP-5 students should be exposed to MYP-1 expectations. The PYP exhibition should display skills needed for TOK and Extended Essay.

Every teacher is an advocate of Inclusive education.

This policy has been guided by the following standards and practices of IB:

1. Student support 2: The school identifies and provides appropriate learning support. (0202-02)
2. Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)
3. Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
4. Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
5. Culture 2.2: The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
6. Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Different Parameters of Inclusive education followed at GGS:

- Infrastructure adaptations to make the environment barrier-free
- Empowerment of environment and professionals working
- Empowerment of peers and parents
- Early intervention by a team of professionals
- Giving an opportunity to each learner with learning support requirements to be inside the classroom as per their chronological age.
- Universal Designs of Learning implementation: curricular teaching methodology to meet the needs of an individual with differences
- Curriculum adaptation, collaborative teaching sensitization programme
- Accommodation and compensation by specific education curriculum boards
- Guidance and counselling

Inclusive practices for Gifted and talented children

Students with gifted intelligence are effectively empowered in the classroom through differential teaching and a challenging curriculum. These are outlined and added to the shared document accessible to members of the GGS community via link:

Practices for “Every day Read and Lead Programme”

Everyday students will be encouraged by reading a paragraph/ story to them by the educators so that they become confident learners. Reading every day for children up to Grade 1.

Principles of Inclusive education followed at Genesis and alignment to other policies

1. Inclusive education service offers a barrier-free environment and opportunities for students with learning support requirements.
2. Assessment policy
3. The interests and rights of all students are safeguarded. - correlated with Child protection policy
4. All students have access to a high-quality education that provides them with the opportunity to achieve their personal potential. High quality teaching and learning policy-
5. An inclusive environment is effective, friendly, welcoming, healthy, protective and gender-sensitive for all students.
6. Flexibility in Admission Policy- consent forms in admission package that parents need to fill at the time of admission- Admission policy
7. Students with mild ADD/ADHD/Specific learning disability/ ASD and other mild difficulties are included in the mainstream classes for academic input at grade level with intervention required to meet the grade level expectations of the curriculum.

Counselling

Students who are facing socio-emotional challenges and difficulties and do not have access or opportunities to counselling, are entitled to in-school guidance and counselling. For more details on the referral process and general aims, objectives and scope of counselling, please access the Child Protection and Wellbeing document or contact the school office or programme coordinator.

Paid services

Further in collaboration with our Inclusion policy the school fosters diversity and equity by providing specialized paid support services for children with different abilities in their developmental age by encouraging early intervention and reducing barriers. The Learning Support Team identifies, responds to, and supports the diverse needs of all students so that they can engage with the content and standards of the curriculum.

Students with mild ADD/ADHD/Specific learning disability and other mild difficulties are included in the mainstream classes for academic input at grade level with intervention, accommodation and adaptations required to meet the grade level expectations of the curriculum.

For more details on the scope and opportunities of GGS paid services, please contact the school office or programme coordinators.

Policy Monitoring

Date of review: September 2023

Reviewed by: Principals and Administrative head.

Date of next review: June 2024

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedure.