



BM CONCEPT SCHOOL

LEARNING BEYOND CLASSROOM

BMCS is a Candidate School for **IB PYP**

Access & Inclusion Policy

2025-26



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Table of content

Overview of Bhagwan Mahavir Concept School:.....	3
VISION.....	3
MISSION.....	3
Core Values.....	4
Purpose and Scope.....	4
Aims and Objectives for Inclusion:.....	4
Inclusion at BMCS – Our Belief.....	5
Compliance with Indian Inclusion Laws.....	6
Support Framework at BMCS.....	7
Our focus is on:.....	9
Collaborative Stakeholder Engagement for Inclusive Education at BMCS.....	9
Key Principles for Inclusive Learning.....	10
Confidentiality of Information.....	10
Access Arrangements for PYP Students.....	11
Purpose of Access Arrangements.....	12
BMCS Guidelines for Access Arrangements.....	12
Our Commitment.....	13
Review Process:.....	17
Bibliography:.....	17



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Overview of Bhagwan Mahavir Concept School:

At BMCS, we are more than just a school—we are a dynamic learning community where curiosity thrives, and young minds grow into global citizens. As an IB PYP candidate school, we embrace inquiry-based learning, empowering students to think critically, collaborate, and take meaningful action.

Our classrooms are alive with exploration, where students connect real-world issues with transdisciplinary learning. From robotics to language immersion, our curriculum is designed to nurture creativity, resilience, and a deep sense of responsibility toward the world. We believe in fostering independent thinkers who ask bold questions and develop solutions that make a difference.

Guided by the IB Learner Profile attributes, we cultivate inquirers, thinkers, communicators, and risk-takers who embody principles of integrity, open-mindedness, and care. Beyond academics, BMCS is a space where cultural intelligence and global perspectives shape every experience. We celebrate diversity, encourage innovation, and inspire students to see challenges as opportunities. With a strong foundation in international-mindedness, our learners embark on a journey that prepares them for a future without limits.

At BMCS, education is not just about knowledge, it's about transformation. We are shaping leaders, problem-solvers, and compassionate individuals who are ready to impact the world. Welcome to a school where learning is an adventure, and every child's potential finds its wings.

VISION

To cultivate a community of open-minded and compassionate individuals who embrace diversity, advocate for justice, and lead with purpose in building a more harmonious and sustainable world.



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MISSION

Providing an engaging and inquiry-driven education that fosters resilience, critical thinking, and global awareness. Encouraging students to take ownership of their learning, act with integrity, and collaborate to create meaningful change in their school, local, and global communities.

Core Values

- Integrity – Acting with honesty, fairness, and strong moral principles.
- Compassion – Understanding and supporting others with kindness and respect.
- Courage – Embracing challenges, taking risks, and standing up for what is right.
- Sustainability – Making informed choices to protect our planet and future generations.

Purpose and Scope

“An inclusive education is not about where you learn but how and with whom you learn.”

- Ensures inclusivity in all aspects of the Primary Years Programme (PYP).
- Guarantees access to learning for all PYP students, addressing their diverse needs and removing barriers.
- Aligns with the IB Access and Inclusion Policy principles to promote equity, participation, and engagement.
- Complies with the Rights of Persons with Disabilities (RPWD) Act, 2016, and other Indian policies on inclusive education.
- Focuses on a whole-school approach to nurture young learners.



Aims and Objectives for Inclusion:

At BMCS, we believe that inclusion is fundamental to creating a nurturing and empowering learning environment that celebrates the uniqueness of every learner. In alignment with the International Baccalaureate (IB) philosophy and the ethos of our legacy and values, we aim to:

- Develop a shared understanding of inclusion among all stakeholders – educators, parents, students, and support staff – as a commitment to equity, respect, and opportunity.
- Foster a school culture rooted in acceptance, collaboration, empathy, and mutual respect that supports and uplifts every member of our school community.
- Clearly define and communicate the roles, rights, and responsibilities of all stakeholders in promoting inclusive education that values diversity and well-being.
- Ensure that inclusive practices address each student's educational, cultural, emotional, and social needs, considering individual learning styles and backgrounds within the IB framework.

Inclusion at BMCS – Our Belief

Inclusion at BMCS is a continuous and dynamic process. It aims to maximize participation, engagement, and growth for all learners by recognizing and removing barriers to learning. We believe that differences among learners are not obstacles but opportunities to enrich our collective learning experience.

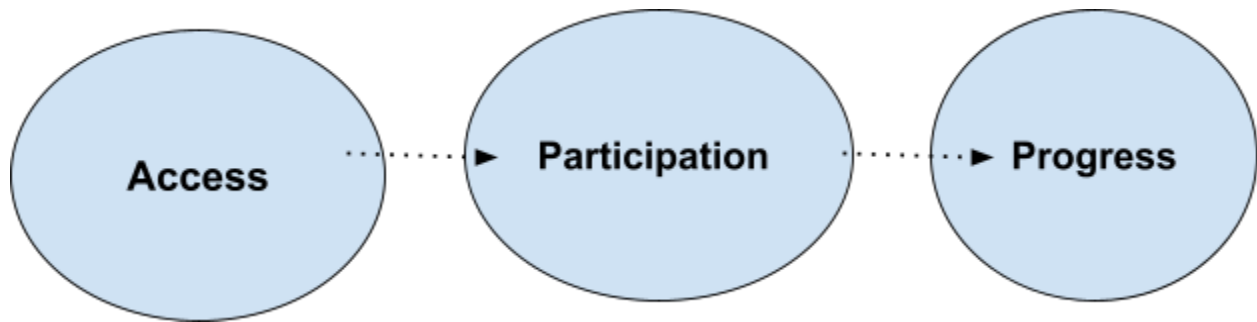
While traditional inclusion efforts focused primarily on integrating students with Special Educational Needs into mainstream classrooms, at BMCS, we extend this vision further. We are committed to:

- Creating equitable access to learning for all students.
- Supporting diverse learning needs, including linguistic, cultural, cognitive, emotional, and physical.
- Promoting a sense of belonging and dignity for each learner.

In alignment with the IB philosophy, we uphold that every student, regardless of background or ability, should be supported to fully engage with the curriculum and reach their highest potential.



Learning Diversity and Inclusion in IB Programmes



Compliance with Indian Inclusion Laws

BMCS is fully committed to aligning with the legal frameworks of India to ensure inclusive and accessible education:

- We comply with the Rights of Persons with Disabilities Act, 2016, which safeguards the rights of individuals with disabilities and ensures non-discrimination, equal opportunity, and full participation in educational settings.
- BMCS also adheres to the guidelines set forth by the Ministry of Education and other regulatory bodies that promote inclusive practices in Indian schools. We believe in translating these policies into everyday practice through supportive measures, accommodations, and collaborative planning.
- The school believes in enrolling and providing meaningful and equitable access to education for all students aged 3 to 12 Years, regardless of their learning style, strengths, challenges, values, and cultural backgrounds. (The school is dedicated to offering inclusive education services that cater to the diverse learning needs of students with mild to moderate specific learning disabilities, students with mild autism, students with gifted intelligence with or without associated difficulties and ADD/ADHD, encompassing various cultural backgrounds.) We are fully equipped and prepared to create an environment where every student can thrive and succeed, regardless of their unique challenges or cultural heritage.

The inclusive education philosophy at BMCS embraces diversity, fosters respect, empathy, equity and enables all students to reach their full potential.



It is the responsibility of all educators, supported by the community, to develop optimal learning environments and promote a positive classroom ecosystem conducive to supporting the learning of all students requires that:



Figure - Optimal environments enable IB learners. Meeting student learning diversity in the classroom: Removing barriers to learning

Support Framework at BMCS

At BMCS, we are committed to supporting students with learning diversities through a thoughtful, collaborative, and student-centered approach that aligns with our inclusive culture and the International Baccalaureate (IB) framework.

Inclusive Support Services at BMCS

BMCS currently supports students with mild to moderate learning challenges, recognizing that our infrastructure and expertise are evolving and may not currently extend to intensive or specialized support for learners with profound cognitive or developmental disabilities.

1. Student Well-being and Support

The well-being of our students is at the heart of BMCS. We are committed to creating a safe, nurturing, and inclusive atmosphere that builds positive mental health, emotional resilience, and a strong sense of belonging.



2. Holistic Support Systems

BMCS provides access to a range of comprehensive student support services, including:

- Counseling support
 - Social-emotional learning programmes
 - Specialized learning assistance
- These services ensure that every student is valued, understood, and empowered to succeed.

3. Access and Equity

We ensure equitable access to the IB curriculum, learning resources, and school facilities for all learners, regardless of ability, background, or learning style.

4. Differentiation and Personalization

Our teaching practices are designed to respect learner diversity. We adapt curriculum delivery, instructional strategies, and assessments to meet individual learning preferences and strengths, thereby promoting personalized learning pathways.

5. Collaboration and Partnership

BMCS nurtures an inclusive culture through collaboration among educators, students, families, and specialists. Open communication and shared responsibilities form the foundation for supporting every learner's success.

6. Inclusive Curriculum and Pedagogy

Through an inclusive and globally-minded curriculum, students engage with diverse perspectives, identities, and cultures, fostering empathy, awareness, and intercultural understanding.

7. Inclusive Classroom Practices

We integrate inclusive strategies into mainstream classrooms, supported by:

- Skill-based pedagogical interventions
 - Collaborative planning between general and support educators
- This ensures each student has access to appropriate support within the learning environment.



8. Professional Development for Educators

BMCS prioritizes ongoing professional learning for educators, empowering them to:

- Design inclusive classroom experiences
- Reflect and collaborate effectively
- Promote equity and positive outcomes for all learners

9. Evaluation and Continuous Improvement

Our inclusion policy and practices are regularly evaluated and refined in alignment with IB guidelines and student outcomes. Feedback from stakeholders informs our commitment to continuous growth and improvement.

Our focus is on:

- Early intervention and the overall well-being of students with learning needs.
- Implementing a differentiated teaching-learning approach that may include:
 - In-class accommodations and adjustments
 - Collaborative consultation between teachers and support staff that will help students by addressing individual learning needs and creating an inclusive learning environment
 - Small group or targeted instruction
 - Personalized learning plans with measurable, individualized goals
 - Regular tracking and documentation of student progress
 - Integration of external therapeutic support, when needed

Each student's needs are considered case-by-case, ensuring flexible and accessible pathways for their educational success.



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Collaborative Stakeholder Engagement for Inclusive Education at BMCS

Inclusion at BMCS is a collective responsibility. We recognize that inclusive education thrives through coordinated efforts among all stakeholders in the school community:

Leadership Team

Our leadership provides the vision, resources, and policy direction to cultivate a culture of inclusion. They ensure that the school's environment is aligned with the values of respect, equity, and dignity for every learner.

Programme Coordinators:

These key instructional leaders collaborate with the school Counsellor:

- Identify and support students with learning challenges
- Plan and implement access arrangements and accommodations
- Address learning gaps, especially in English and Math
- Conduct classroom observations to inform differentiated curriculum planning
- Maintain continuity and consistency of support during student transitions

Homeroom Teachers:

They serve as the first point of contact for students and families, creating a safe, supportive, and communicative environment. They play an active role in coordinating with teachers, counsellors, and parents.

School Counsellor

The counsellor promotes the emotional and social well-being of students, working closely with families and staff to support holistic development and student mental health.

Students

Our learners are encouraged to develop empathy and foster a sense of belonging and support for peers, contributing actively to a positive and inclusive school culture.

Parents



Parents are valued as key partners in the inclusive journey. They provide insights into their child's needs and collaborate in the creation and review of individualized learning plans and strategies for success.

Key Principles for Inclusive Learning

At BMCS, we uphold the belief that every learner deserves a supportive, equitable, and enriching educational journey. Guided by the principles of the International Baccalaureate (IB) and rooted in the values of compassion, respect, and responsibility, our inclusive practices are designed to meet the holistic needs of all students.

Confidentiality of Information

At **BMCS**, we regard **confidentiality** as a cornerstone of building **trust, respect, and effective collaboration** within our school community. We recognize that students are best supported when the adults working with them have access to **accurate and relevant information**, while maintaining the highest standards of privacy and discretion.

Commitment to Confidentiality and Care

- From the moment of **admission** or when a **learning difference or special need is identified**, BMCS ensures that all communications and records are treated with **utmost confidentiality**.
- Information shared by parents, students, and external professionals is **safeguarded**, and used solely to support the academic, emotional, and social development of the student.

Information Sharing with Purpose and Integrity

- Parents are encouraged to **proactively share any information**—medical, developmental, psychological, or educational—that will enable the school to **effectively address and support their child's needs**.
- Information is only shared with **relevant staff members** directly involved in the student's learning and well-being, such as the leadership team,



homeroom teachers, counsellors, and support specialists.

- All staff members are oriented about the **importance of confidentiality** and are expected to handle student information with sensitivity and professional responsibility.

Respecting Student and Family Trust

BMCS fosters a school culture where families feel **safe and respected** in sharing concerns or challenges related to their child. We believe that **confidentiality is essential** in honoring that trust and ensuring that student needs are addressed with **compassion, confidentiality, and integrity**.

Access Arrangements for PYP Students

At BMCS, we are committed to creating a **supportive and inclusive learning environment** that empowers every student to succeed. In line with the **International Baccalaureate (IB) Primary Years Programme (PYP)** philosophy, we ensure that students with learning differences or support needs are provided with **reasonable and developmentally appropriate access arrangements** to demonstrate their learning effectively.

Purpose of Access Arrangements

Access arrangements are designed to **reduce or remove barriers to learning and assessment** without compromising the integrity of the curriculum. These arrangements allow students to participate fully in class activities, formative assessments, and other school-based learning experiences.

BMCS Guidelines for Access Arrangements

BMCS provides access arrangements based on:

- Observation and documentation of student needs within the classroom setting
- Recommendations from relevant professionals assessments



- Regular communication and collaboration with parents

Examples of Access Arrangements Implemented at BMCS

1. **Differentiated Instruction**

Teachers adapt instructional methods, classroom tasks, and learning materials to meet the varying learning styles, abilities, and interests of students.

2. **Classroom Accommodations**

Examples include:

- Extra time for classroom tasks or informal assessments
- Preferential seating
- Use of assistive technology or audio-visual aids
- Additional support from the class teacher or support staff

3. **Alternative Modes of Expression**

Students may be given the opportunity to demonstrate their understanding through oral responses, drawings, mind maps, models, or other non-written formats as appropriate.

4. **Visual or Physical Modifications**

For students with visual or motor challenges, worksheets and materials may be enlarged, simplified, or spaced for ease of reading and writing.

5. **Modified Question Formats**

Instructions or tasks may be rephrased in simpler language or provided in multiple formats (e.g., multiple-choice, matching, true/false) to suit the student's comprehension level.

Implementation and Monitoring

- Access arrangements are decided **collaboratively** by the class teacher, support team, and the Coordinators in consultation with parents.
- All arrangements are **age-appropriate, flexible, and reviewed regularly** based on the child's progress and development.

Our Commitment



At BMCS, we believe every learner deserves an opportunity to thrive. Our access arrangements are:

- **Inclusive, respectful, and strengths-based**
- Focused on enabling participation in a way that **honors each child's individuality**
- Regularly reviewed to ensure effectiveness and relevance
- Supported through **collaborative partnerships** with families and educators

Every child learns differently. At BMCS, we teach with that in mind.

Alignment with IB Programme Standards and Practices (2019)

As an IB candidate school for the PYP, BMCS is committed to implementing inclusive, equitable and learner-centered practices in alignment with the updated 2019 IB Programme Standards and Practices.

IB 2019 Standard	Practice Code	BMCS Practice
Culture: The school community fosters internationally minded people who embody all attributes of the IB learner profile.	Culture 1.1 The school secures access to the IB programme(s) for the broadest possible range of students.	BMCS promotes access to the PYP for all students through inclusive admissions, open-ended engagements, and differentiated assessments that respect diverse learning styles. Students with identified learning needs receive additional support with parental collaboration.
	Culture 2.1 The school community demonstrates an	All members of the BMCS community—students, staff, and parents—are oriented with the IB philosophy. The attributes of the



	understanding of and commitment to the IB philosophy.	learner profile are integrated into daily learning, assemblies, and school culture.
Environment: The school's environment develops students who are internationally minded and who are empowered to act.	Environment 1.3 The school implements the IB programme(s) in ways that are inclusive and equitable.	BMCS ensures inclusivity by accommodating students with different learning profiles. Learning environments are designed to foster equity, flexibility, and access, with small-group support and differentiated instruction being a regular feature.
	Environment 2.1 The school provides safe and effective learning spaces and resources to support the IB programme(s).	BMCS offers thoughtfully designed learning spaces that support sensory needs, collaboration, and independent learning. Teachers use a range of tools and spaces to support physical, social, and emotional development.
Learning: Learning and teaching reflects the IB philosophy.	Learning 1.2 Teaching and learning engages students as inquirers and thinkers.	At BMCS, unit planners focus on conceptual, inquiry-based learning. Students are encouraged to question, explore, and co-construct understanding. Differentiated engagements and groupings further support all learners.



	Learning 2.2 The school provides support for students with learning and/or special educational needs and supports their teachers.	Our Inclusion Support Team, including SEN educators and counselors, collaborate with homeroom and specialist teachers to support students with learning diversities. Individualized support is provided based on developmental goals.
	Learning 3.1 Teaching and learning uses a range and variety of strategies.	BMCS teachers employ multiple pedagogical strategies—differentiation, scaffolding, small group instruction, and multimodal learning resources—to meet varied learning needs.
	Learning 3.4 Teaching and learning incorporates student choice, voice and ownership.	Students at BMCS are given regular opportunities to make decisions in their learning—through self-assessments, choice boards, reflection journals, and student-led conferences.
Leadership and Organization: The school's leadership and administrative structures ensure	Leadership 1.2 The school's leadership and staff ensure access to the IB	The leadership at BMCS promotes inclusion through staff development, resources, and support structures. SEN staff, academic coordinators, and homeroom educators collaborate



implementation of the IB programme(s).	programme(s) for the broadest possible range of students.	to ensure equitable access to learning.
	Leadership 2.2 The school identifies and allocates resources to implement the IB programme(s).	The school allocates dedicated time for collaborative planning, student support, teacher capacity-building, and classroom resources that support differentiated and inclusive learning.
	Leadership 2.4 The school provides time and resources for teachers to collaborate effectively in support of student learning.	Collaborative planning meetings are held weekly with inputs from counselors, SEN staff, and academic coordinators to ensure learning is responsive to student needs.

At BMCS, we believe inclusion is not a provision for some, it is a value for all. Our alignment with the IB's 2019 Programme Standards and Practices reflects our commitment to nurturing a community of thoughtful, compassionate, and empowered learners.

Review Process:

The Inclusion Policy is a working document and is reviewed annually by the Pedagogical Leadership and Faculty.

The next review will be conducted in June 2026.



Bibliography:

1. Access and Inclusion Policy, International Baccalaureate Organization (September 2022)
2. Programme Standards and Practices, International Baccalaureate Organization (2014 and 2020)
3. The IB guide to inclusive education: a resource for whole school development, International Baccalaureate Organization (2015)

Connection between the policies:

- The **Language Policy** is deeply connected to inclusion, as students arrive with diverse linguistic backgrounds. Home languages are valued and scaffolds are provided for English as an Additional Language (EAL) learners. Bilingual resources, visual supports, and differentiated tasks ensure that linguistic diversity is not a barrier to participation. The Language Policy reinforces inclusion by acknowledging that ***every teacher is a language teacher***. Teachers collaborate to design inclusive learning environments where multilingualism is celebrated. Library resources include texts in multiple languages, ensuring that students' identities are affirmed.
- Assessment practices also align with the **Inclusion Policy**, as described in the **Assessment Policy**. Teachers adapt tasks to meet individual needs without diluting conceptual rigor. This may include providing alternative formats, adjusting timelines, or offering additional scaffolding. The goal is to assess understanding, not to penalize differences in learning styles. The Assessment Policy strengthens inclusion by ensuring that varied forms of assessment - oral, visual, kinesthetic, and written are used to allow all students to succeed. Teachers adopt differentiated strategies such as rubrics tailored to ability levels or choice in demonstrating learning.
- The **Academic Integrity Policy** links to inclusion by recognizing that some students may unintentionally violate academic norms due to lack of understanding or limited language skills. Teachers provide explicit instruction on integrity, tailored to diverse needs, ensuring that all students can engage ethically with research and inquiry. The Academic Integrity Policy intersects again with



inclusion when students receive scaffolding in research skills. For example, specially abled learners may need explicit guidance in paraphrasing and citing. Providing these supports prevents unintentional misconduct and empowers students to participate with integrity.

- The **Admissions Policy** reflects inclusion by ensuring that families understand the school's philosophy of diversity and equity. During the admissions process, parents are reassured that students with learning differences, language barriers, or other needs will be supported. This transparency fosters trust and ensures that expectations are realistic. Inclusion also extends to social-emotional well-being, linking it with the Admissions Policy. Families are informed about the role of the school counselor and the systems in place for supporting students' mental health. This holistic approach ensures that inclusion is not only academic but also personal.



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