



Inclusion Policy

10X International School Mysuru

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1. 10X International Vision and Mission Statement

Vision-

To empower a student to create their own future through agency, purpose, and innovation,

Mission-

Academic Excellence X Human Values X Innovation

2. IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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3. Inclusion Policy Statement:

This Inclusion Policy is designed to meet the unique learning needs of our students. It outlines the systems and practices that promote the integration of inclusive students into mainstream education. This includes, but is not limited to, assessing and identifying student needs through various internal and external assessments, developing individual education plans (IEP), and providing teacher training to ensure the school meets the learning requirements of all students.

10X International School Mysuru is dedicated to creating a learning environment where every student has fair access to education regardless of their background. While we are not classified as a Special Educational Needs (SEN) institution, we actively embrace inclusive practices in line with IB expectations and our school ethos. We support students with diverse academic, emotional, social, and physical needs, provided that appropriate support mechanisms can be reasonably offered within our available resources.

4. Scope:

This policy applies to all members of the 10X community, including students, teachers, parents, administrators, and external specialists. It supports:

- Students with diagnosed learning needs
- Gifted and talented students
- Students requiring emotional or behavioural support
- Students needing physical accommodations
- English Language Learners (ELL)
- Students requiring differentiated instruction or individual learning plans

5. Key Principles of Inclusion:

Based on IB's Learning Diversity and Inclusion framework, our guiding principles include:

- Access for All: Ensuring every learner can access the curriculum through appropriate accommodation.
- Individualization: Personalized learning plans that recognize students' unique profiles.
- Self-Advocacy: Empowering students to set goals and voice their learning needs.
- Collaboration: Involving all stakeholders, students, teachers, parents, and external experts.
- Equity and Belonging: Cultivating an inclusive school culture that embraces diversity.

6. Admission Process:

The admission team at 10X International School Mysuru is responsible for ensuring that accepted students have the potential to thrive in our programs without needing exceptional support (personal, material, or expertise) that we cannot provide. While we accommodate our students' unique learning needs, we cannot offer an alternative curriculum beyond what is central to the 10X International School. Students who require exceptional support beyond the scope of 10X (specialized learning and counselling needs) will be referred to our sister school Indus International School, Bangalore.

Parents are required to share any prior diagnoses, assessments, or learning needs during the admission process. This may involve providing detailed documentation of the student's academic history, previous academic and psychological evaluations, and any additional academic support they are receiving.

If further support is necessary, the school may ask for external assessments before finalizing admission.

7. Identification & Assessment of Needs:

All teachers are responsible for identifying students with needs. Together with counsellors and the principal, teachers need to ensure that students with needs are identified in the early stage. In any identified case, parents are to disclose if their children need any special arrangements in their studies at 10X School. The disclosed information will be processed and reviewed appropriately. If required, a review with an educational psychologist or consultant will be done, and based on the report, the student may be supported by the school. Students who are weak, underachieving, and struggling academically will be monitored. Gifted and talented students will be supported accordingly. Suppose the principal, schoolteachers and counsellor notice that a student might need learning support. In that case, parents will be called, and recommendations for a formal assessment by an educational psychologist might be requested.

Early identification is key—teachers, counsellors, and parents collaborate to recognize learning needs. Based on student needs, Individualized Learning Plans (ILPs) are created. Gifted and talented students receive differentiated instruction and enrichment opportunities. The school follows IB Access and Inclusion guidelines to ensure fair student assessments.

8. Inclusive Practices and Accommodations:

8.1. Curriculum Modifications & Differentiation:

- Lesson plans incorporate various instructional strategies to cater to different learning styles.
- Flexible grouping, scaffolded instruction, and hands-on activities promote student engagement.
- Integrating technology (such as AI learning tools, assistive devices like Humanoid, and VR modules) improves accessibility.

8.2. Classroom Accommodations

- Preferential seating and quiet areas are available for students who need to concentrate.
- Students may receive extra time, breaks, or alternative settings for assessments.
- Support for ELL students includes bilingual resources and additional language instruction.

8.3. Examination & Assessment Adjustments (As per IB Guidelines):

- Provision for extra time, access to a scribe or reader, use of technology, or alternative formats.
- Extensions on internal deadlines and flexible assessment formats are available as needed.
- IB-approved modifications are provided for students with learning disabilities, medical issues, or emotional challenges.

8.4. Curriculum Modifications & Differentiation:

- Lesson plans include varied instructional strategies to support all learning styles.
- Flexible grouping, scaffolded instruction, and hands-on learning ensure student engagement.
- Technology integration (AI-based learning tools, assistive technology like Humanoid, and VR modules) enhances accessibility.

8.5. Classroom Accommodations:

- Preferential seating and quiet spaces for students needing focus.
- Extra time, breaks, or alternative environments for assessments.
- Support students whose first language is not English, including bilingual resources and extra language instructions.

8.6. Examination & Assessment Adjustments (As per IB Guidelines):

- Additional time, scribe/reader access, use of technology, or alternative formats.
- Internal deadline extensions and flexible assessment formats when needed.
- IB-approved modifications for students with learning disabilities, medical conditions, or emotional challenges.

9. Roles & Responsibilities:

- **School Leadership**
 - Ensures that all school policies align with IB and national inclusion guidelines.
 - Offers professional development opportunities for teachers focused on inclusive teaching strategies.
- **IB Coordinators & Counsellors**
 - Keep in touch with the IB regarding special assessment arrangements.
 - Work with teachers, parents, and external specialists to develop individualized support plans.
 - Organize awareness sessions on inclusion for all stakeholders.
- **Teachers**
 - Use differentiated instruction and provide necessary accommodations in the classroom.
 - Identify students who may need extra support and refer them for assessment.
 - Maintain open lines of communication with students, parents, and support teams.
- **Students**
 - Actively participate in self-advocacy and communicate their learning needs.
 - Get involved in student-led initiatives that foster an inclusive culture.

- **Parents & Guardians**
 - Submit relevant documentation and assessments to the school.
 - Collaborate with teachers and counsellors to support their child's learning.
 - Advocate for their child's needs while ensuring they align with school policies.

10. Review & Communication of Inclusion Policy:

The Inclusion Policy undergoes an annual review to guarantee it aligns with best practices and the expectations of the IB. This policy is communicated to all stakeholders via:

- The school website.
- Orientation sessions for new families and teachers.
- Frequent workshops focused on inclusive education.

To enhance the language, we have used various AI models with the prompt <improve it>.

11. References:

1. **International Baccalaureate.** *IB Program Standards and Practices*. 2020, <https://resources.ibo.org/ib/psp/Standards-and-Practices/?lang=en>. Accessed 12 May 2025.
2. **International Baccalaureate.** *Inclusion Policy*. n.d., https://resources.ibo.org/dp/topic/Access-and-inclusion/works/edu_11162-53587?. Accessed 19 May 2025.