



POLICY DOCUMENT

Guiding Practice • Inspiring Learning • Building Futures

INCLUSION POLICY

Policy Period: [2025 – 2027]

Skill Stork Early Learning Campus

POLICY NAME	Inclusion Policy
EFFECTIVE FROM	April 2025
REVIEW DATE	April 2027
VERSION	3.0

OUR SHARED COMMITMENT


LEARN


CARE


EXPLORE


COLLABORATE


INNOVATE

IB EYP FOUNDATIONAL PILLARS

At the heart of our Early Years programme – nurturing curious, confident and caring learners



1. EXPLORATION AND EXPRESSION

Children are naturally curious. We encourage them to explore ideas, express their thinking in many ways, and make meaning of the world around them.

WE VALUE

- Curiosity
- Creativity
- Communication
- Multiple ways of expression

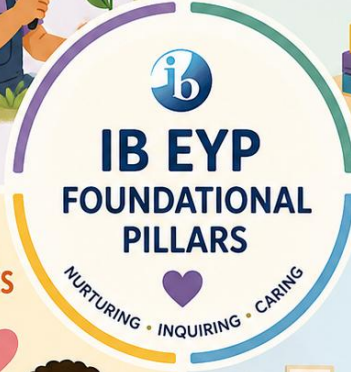


2. PLAY AND PERSONALISED LEARNING

Play is the engine of learning. Through play, children pursue their interests, take risks, and build understanding at their own pace and in their own way.

WE VALUE

- Play
- Choice
- Independence
- Agency
- Learner profile



3. RELATIONSHIPS AND RESPONSIBILITIES

Children learn through relationships. We foster a sense of belonging, empathy, and responsibility towards themselves, others and the world.

WE VALUE

- Belonging
- Empathy
- Respect
- Responsibility
- Community



4. LEARNING ENVIRONMENT

The environment is our "third teacher." We create safe, inclusive, inspiring spaces that promote well-being, exploration and meaningful learning.

WE VALUE

- Safety
- Inclusivity
- Inspiration
- Well-being
- Sustainability



Together, these pillars support the holistic development of every child, preparing them to thrive and make a positive difference in the world.



OUR IMAGE OF THE CHILD

At Skill Stork International School, we believe that every child is unique, full of potential and ready to make a difference.

COMPETENT

Children are confident in their abilities and believe in themselves.



CURIOUS

Children are inquisitive learners who explore the world around them.



CAPABLE

Children have the skills, knowledge and dispositions to take on challenges.



CREATIVE

Children express their ideas in multiple ways and think imaginatively.



RESILIENT

Children persevere through challenges and learn from their experiences.



ACTIVE CITIZENS

Children care for others, their community and the world, and take action.



We nurture the whole child so they can thrive today and become the changemakers of tomorrow. ♥



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.

School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together, to create and sustain a world that is caring, open-minded, balanced and peace-loving by thinking globally and acting locally.

Our values

From Learners are LEADERS

~~L~~ Learners for life

~~E~~ Efficient

~~A~~ Affectionate

~~D~~ Determined

~~E~~ Efficacious

~~R~~ Resilient

~~S~~ Self assured

1. Philosophy

At Skill Stork International School, inclusion is a shared commitment to ensuring that every child experiences a genuine sense of belonging, participation and success. We believe that diversity enriches learning and strengthens our community. Every child, regardless of ability, language, culture, identity, family background or life experience, has the right to access meaningful learning opportunities within a safe, respectful and nurturing environment.

Our understanding of inclusion extends beyond supporting children with additional learning needs. Inclusion encompasses social, emotional, cultural, linguistic and academic participation, recognising that each child learns differently and contributes uniquely to the learning community.

The Early Years provide the foundation for children's identity, wellbeing and lifelong attitudes towards learning. During these formative years, relationships, play and inquiry create opportunities for children to experience acceptance, empathy and collaboration. Inclusion is therefore embedded in everyday interactions, classroom environments, curriculum design and assessment practices rather than being viewed as a separate programme or intervention.

Our practices are guided by the principles of the International Baccalaureate, which recognise learner diversity as a strength and encourage schools to remove barriers to learning through responsive teaching, collaboration and equitable access to education.

2. Purpose

The purpose of this policy is to:

- establish a shared understanding of inclusion within the Early Years Programme;
- ensure equitable access to high-quality learning experiences for every child;
- promote inclusive teaching practices that respond to learner diversity;
- provide a structured framework for identifying and supporting children who require additional learning or wellbeing support;
- strengthen partnerships between educators, families and specialists;
- foster a culture of belonging where every child feels valued, respected and empowered to participate fully.

3. Guiding Principles

Inclusion at Skill Stork International School is based on the following principles:

- Every child has the right to belong.
- Diversity strengthens our learning community.
- Every child is capable of learning and making progress.
- Inclusion benefits all learners.
- Learning environments should remove barriers rather than expecting children to adapt to barriers.
- Collaboration between educators, families and specialists is essential.
- Children's wellbeing is inseparable from successful learning.

4. What Inclusion Means in the Early Years

Inclusion means creating learning experiences where every child:

- feels safe and emotionally secure;
- develops positive relationships with peers and adults;
- participates actively in play and inquiry;
- communicates using their preferred and emerging modes of communication;
- experiences success through appropriate challenge;
- develops confidence and agency;
- sees their identity, language and culture respected within the learning environment.

Inclusion is viewed as an ongoing process of responding to children's changing strengths and needs rather than a fixed programme.

5. Universal Design for Learning (UDL)

The Early Years Programme is planned using the principles of Universal Design for Learning (UDL) to ensure that learning is accessible to all children from the outset.

Teachers provide:

Multiple Means of Engagement

Children are offered varied opportunities to explore, investigate, collaborate and express curiosity according to their interests and developmental readiness.

Multiple Means of Representation

Concepts are presented through:

- stories;
- visual supports;
- play;
- movement;
- music;
- real objects;
- demonstrations;
- digital media where appropriate.

Multiple Means of Action and Expression

Children are encouraged to demonstrate understanding through:

- talk;
- dramatic play;

- drawing;
- painting;
- construction;
- movement;
- music;
- storytelling;
- role play;
- photographs;
- models.

Planning begins by designing flexible learning experiences rather than adapting activities after barriers emerge. This reflects one of the strongest improvements identified in your comparative report.

6. Inclusive Learning Environments

Learning environments are intentionally designed to:

- promote independence;
- encourage exploration;
- support sensory needs;
- provide predictable routines;
- minimise unnecessary distractions;
- offer quiet spaces for self-regulation;
- celebrate cultural diversity;
- ensure physical accessibility;
- provide open-ended materials that support multiple ways of learning.

Educators continually adapt learning environments in response to children's changing needs and interests.

7. Identification and Early Intervention

Early identification enables timely support and positive outcomes.

Children may be identified through:

- teacher observations;
- family discussions;
- developmental screening;
- individual education plans;
- wellbeing observations;
- specialist reports;

- health information.

Identification focuses on understanding children's strengths alongside areas requiring additional support. No child is labelled solely on the basis of a single observation or assessment.

8. Referral Process

The referral process follows a clear and collaborative pathway.

Step 1 – Concern Identified

The classroom teacher documents observations indicating that additional support may be required.

Timeline: Within **5 working days** of recognising a recurring concern.

Step 2 – Initial Consultation

The teacher discusses observations with the Early Years Coordinator and Inclusion Coordinator.

Timeline: Within **3 working days** of referral submission.

Step 3 – Parent Meeting

Parents are invited to discuss observations, share family perspectives and collaborate in identifying next steps.

Timeline: Within **7 working days** of the initial consultation.

Step 4 – Observation and Screening

Further classroom observations and, where appropriate, developmental screening are conducted.

Additional specialist reports may be requested with parental consent.

Step 5 – Support Planning

Where required, an Individual Education Plan (IEP) is developed collaboratively.

Step 6 – Review

Progress is reviewed regularly and support adjusted accordingly.

This structured referral process addresses the need for operational timelines identified as a major gap in the comparison report.

9. Individual Education Plans (IEPs)

Where additional support is required, an **Individualized Education Plan (IEP)** may be developed in collaboration with parents, teachers, the Inclusion Team, the Wellbeing Counsellor, and other relevant professionals.

The inclusion support process begins during the **admission process**, where the Wellbeing Counsellor conduct an initial observation of the child and gather relevant developmental, educational, medical, and family information. This baseline information, together with any specialist reports provided by parents, forms the foundation for the child's initial IEP where appropriate.

Following admission, the IEP is further developed through classroom observations, ongoing assessment, teacher documentation, parent collaboration, and evidence of the child's learning and development during the transition period.

Each IEP includes:

- the child's strengths;
- current level of development and baseline observations;
- agreed learning, developmental and wellbeing goals;
- teaching strategies, accommodations and reasonable adjustments;
- responsibilities of teachers, specialists and families;
- resources and support services required;
- review dates; and
- evidence of progress and recommendations for next steps.

IEPs are living documents that evolve as children's strengths, needs and learning profiles change. They are reviewed collaboratively to ensure that appropriate support continues to promote the child's participation, engagement and success within the learning community.

Formal reviews occur every **eight weeks**, or earlier if required due to significant progress, emerging needs, or changes in the child's circumstances.

10. Language Inclusion

Language is central to children's identity and sense of belonging.

The school values multilingualism and encourages children to maintain and develop their home language while acquiring English.

Teachers support children through:

- visual communication;
- gestures;
- modelling;
- multilingual resources;
- peer support;
- language-rich play experiences;
- collaboration with families.

Children are never excluded from learning opportunities because of their stage of English language development.

11. Assessment and Inclusion

Assessment is inclusive and responsive.

Children are provided with opportunities to demonstrate understanding in multiple ways.

Assessment accommodations may include:

- alternative forms of communication;

- additional processing time;
- visual supports;
- sensory adaptations;
- flexible learning environments;
- differentiated assessment tasks.
- level based assessment

Assessment decisions are made collaboratively with the Inclusion Team and align with the school's Assessment Policy, strengthening the connection between these policies as recommended in the report.

12. Wellbeing and Counselling

Wellbeing is fundamental to inclusion.

Where appropriate, support may include:

- individual wellbeing sessions;
- small-group social learning;
- emotional regulation strategies;
- parent consultations;
- referrals to external professionals with parental consent.

Where a referral to the school counsellor is required:

- referrals are reviewed within **five working days**;
- parents are informed within **seven working days**;
- follow-up meetings occur every **six to eight weeks** where ongoing support is required.

These timelines strengthen an area that was identified as underdeveloped in the comparative report.

13. Building an Inclusive Culture

An inclusive culture is fostered through:

- respectful relationships;
- anti-bullying education;
- celebration of diversity;
- culturally responsive learning experiences;
- inclusive language;
- collaborative play;
- community celebrations;
- restorative approaches to conflict resolution.

Discrimination, exclusion and bullying are inconsistent with the values of the school and are addressed promptly through the school's Wellbeing and Behaviour policies.

14. Professional Learning

All Early Years educators participate in ongoing professional learning related to inclusion.

Annual professional learning includes:

- inclusive pedagogy;
- Universal Design for Learning;
- differentiation;
- cultural responsiveness;
- safeguarding and wellbeing;
- supporting multilingual learners;
- recognising early developmental concerns.

Each educator completes a minimum of **10 hours** of inclusion-focused professional learning annually, with participation monitored through the school's professional learning programme. This adds measurable expectations to an area where the report identified missing timelines.

15. Roles and Responsibilities

Director

- Ensures equitable access to education.
- Allocates resources.
- Approves policy.

Principal

- Ensures policy implementation.
- Monitors programme quality.
- Supports professional learning.

Early Years Coordinator

- Leads inclusive curriculum implementation.
- Monitors classroom practice.
- Coordinates interventions.
- Reviews IEPs.

Wellbeing Counsellor

- Supports referrals.
- Conducts observations.

- Coordinates specialist support.
- Monitors intervention effectiveness.

Teachers

Teachers:

- identify children's strengths and needs;
- implement differentiated teaching;
- maintain documentation;
- communicate with families;
- participate in collaborative planning;
- review ILPs.

Teaching Assistants

Teaching Assistants:

- reinforce agreed strategies;
- contribute observations;
- support children's participation;
- promote independence.

Families

Families:

- share relevant information;
- participate in meetings;
- support agreed strategies at home;
- maintain communication with the school.

16. Monitoring and Evaluation

The effectiveness of this policy is monitored through:

- classroom observations;
- learning environment audits;
- referral data;
- IEP reviews;
- parent feedback;
- teacher reflections;
- professional learning records;

- student wellbeing indicators.

The Early Years Coordinator compiles an annual inclusion report for the Principal.

The policy is formally reviewed **once each academic year** using:

- implementation evidence;
- stakeholder feedback;
- programme evaluation data;
- current IB guidance.

This provides the measurable monitoring framework recommended in your policy comparison.

17. Indicators of Success

The successful implementation of this policy will be evident when:

- every child experiences a sense of belonging within the learning community;
- learning environments demonstrate the principles of Universal Design for Learning;
- referrals are timely and well documented;
- interventions are collaborative and responsive;
- children requiring additional support make measurable progress towards agreed goals;
- families report positive partnerships with the school;
- educators consistently implement inclusive teaching practices;
- assessment, language and wellbeing practices are aligned with inclusive principles;
- annual monitoring demonstrates continuous improvement in inclusive practices.

Language Profile Form –

Skill Stork International School

IB Early Years Programme

Student Language Profile Form

Student Information

Field	Details
Student Name	
Admission Number	
Date of Birth	
Age	
Programme	☐ Toddlers ☐ Pre-Nursery ☐ Nursery ☐ PP1 ☐ PP2
Date of Admission	
Class Teacher	
Date of Profile Completion	

Section A: Family Language Background

1. Which language(s) does your child hear most often at home?

2. Which language does your child speak most comfortably?

3. Which language(s) do parents/guardians usually speak with the child?

Mother:

Father:

Other family members:

4. Does your child regularly hear more than one language?

☐ Yes ☐ No

If yes, please specify:

Section B: Child's Communication

How does your child usually communicate?

- ☐ Single words ☐ Short phrases ☐ Full sentences ☐ Long conversations ☐ Gestures ☐ Signs
☐ Pictures ☐ Other:
-

Can your child:

Skill	Yes	Sometimes	Not Yet
Follow simple instructions	☐	☐	☐
Ask questions	☐	☐	☐
Tell simple stories	☐	☐	☐
Express needs clearly	☐	☐	☐
Join conversations	☐	☐	☐
Enjoy songs and rhymes	☐	☐	☐

Section C: English Language Experience

Has your child attended an English-medium school previously?

- ☐ Yes ☐ No

If yes, for how long?

How confident is your child using English?

- ☐ Very Confident ☐ Confident ☐ Developing ☐ Beginning ☐ No Previous Exposure

Your child uses English mainly for:

- ☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Playing ☐ Very Limited Exposure

Section D: Home Language Development

Does your child enjoy using their home language?

- ☐ Yes ☐ Sometimes ☐ Rarely

Activities enjoyed in the home language

- ☐ Storybooks ☐ Songs ☐ Rhymes ☐ Conversations ☐ Religious or Cultural Activities ☐ Television ☐ Games
☐ Other

How often do you read to your child in your home language?

- ☐ Daily ☐ Several times a week ☐ Weekly ☐ Occasionally ☐ Rarely

Section E: Reading and Literacy

Does your child enjoy books?

☐ Yes ☐ Sometimes ☐ Not Yet

Your child likes:

☐ Picture Books ☐ Story Books ☐ Information Books ☐ Rhymes ☐ Digital Books ☐ Being Read To

Can your child:

Skill	Yes	Developing	Not Yet
Recognise own name	☐	☐	☐
Turn pages independently	☐	☐	☐
Talk about pictures	☐	☐	☐
Pretend read books	☐	☐	☐
Recognise some letters	☐	☐	☐

Section F: Interests

What topics does your child enjoy talking about?

☐ Animals ☐ Nature ☐ Vehicles ☐ Music ☐ Dance ☐ Art ☐ Family ☐ Food ☐ Outdoor Play ☐ Pretend Play
☐ Construction ☐ Other

Section G: Family Support

How can the school best support your child's language development?

Are there any words, phrases or cultural practices you would like us to know?

Section H: Teacher Language Observation

(To be completed after admission during the first 4–6 weeks of school)

Home Language

Observation	Emerging	Developing	Proficient
Understands familiar vocabulary	☐	☐	☐
Communicates confidently	☐	☐	☐
Participates in conversations	☐	☐	☐

English Language

Observation	Emerging	Developing	Proficient
Listens attentively	☐	☐	☐
Follows classroom instructions	☐	☐	☐
Uses familiar vocabulary	☐	☐	☐
Participates in discussions	☐	☐	☐
Asks questions	☐	☐	☐
Shares ideas confidently	☐	☐	☐

Teacher Comments

Strengths

Areas for Continued Development

Section I: Language Support Plan (If Required)

- ☐ No additional support currently required
- ☐ Classroom differentiation
- ☐ Small-group language support
- ☐ Visual communication supports
- ☐ Home-school language partnership

- ☐ Referral to Inclusion Team
- ☐ Further observations recommended

Strategies to be implemented:

Review Date: _____

Parent Declaration

I confirm that the information provided in this Language Profile Form is accurate to the best of my knowledge. I understand that this information will be used to support my child's language development and will be treated confidentially.

Parent/Guardian Name: _____

Signature: _____

Date: _____

School Use Only

Item	Details
Language Profile Reviewed By	
Date	
Language Support Required	☐ Yes ☐ No
Inclusion Team Consultation Required	☐ Yes ☐ No
Next Review Date	

SKILL STORK INTERNATIONAL SCHOOL

Teacher Referral Form

Early Years Inclusion Support Referral

Confidential Document

Section A: Student Information

Student Name	Details
Admission No.	
Date of Birth	
Age	
Class	
Homeroom Teacher	
Date of Referral	
Referred to	

Section B: Reason for Referral

Tick all that apply.

Academic Development

- ☐ Difficulty following classroom routines ☐ Difficulty understanding instructions ☐ Difficulty completing learning experiences ☐ Difficulty retaining new learning ☐ Difficulty applying previously learnt concepts ☐ Significant difference from peers

Communication & Language

- ☐ Limited expressive language ☐ Limited receptive language ☐ Difficulty communicating needs ☐ Difficulty participating in discussions ☐ Speech unclear ☐ Difficulty understanding questions

Social Development

- ☐ Difficulty making friends ☐ Difficulty working with peers ☐ Limited eye contact ☐ Difficulty sharing ☐ Difficulty taking turns ☐ Limited participation in play

Behaviour & Emotional Regulation

- ☐ Frequent emotional outbursts ☐ Difficulty regulating emotions ☐ Anxiety ☐ Withdrawn behaviour
☐ Aggressive behaviour ☐ Difficulty transitioning ☐ Difficulty coping with change

Attention & Executive Function

- ☐ Easily distracted ☐ Difficulty remaining on task ☐ Difficulty following routines ☐ Difficulty organising materials ☐ Difficulty starting work

Motor Development

- ☐ Fine motor concerns ☐ Gross motor concerns ☐ Difficulty using classroom tools ☐ Poor balance
- ☐ Fatigue during activities

Sensory Processing

- ☐ Sensitive to sound ☐ Sensitive to light ☐ Sensitive to touch ☐ Avoids certain textures ☐ Seeks excessive movement ☐ Sensory overload

Health / Medical

- ☐ Vision concerns ☐ Hearing concerns ☐ Medical condition affecting learning ☐ Frequent absences

Section C: Evidence Collected

Observation period: From _____ To _____

Evidence attached:

- ☐ Work samples ☐ Assessment records ☐ Observation notes ☐ Photographs (where permitted)
- ☐ Tiddle documentation ☐ Behaviour log ☐ Attendance data ☐ Parent communication

Section D: Classroom Strategies Already Implemented

Tick all attempted.

- ☐ Visual timetable ☐ Flexible seating ☐ Small group teaching ☐ Individual support ☐ Differentiated activities ☐ Peer support ☐ Manipulatives ☐ Sensory break ☐ Movement break ☐ Additional processing time
- ☐ Positive reinforcement ☐ Choice boards ☐ Visual instructions ☐ Social stories ☐ Emotional regulation strategies

Other:

Section E: Impact of Strategies

What strategies worked?

What strategies did not work?

Section F: Teacher Narrative

Please describe your concerns using objective observations rather than interpretations.

Parent informed?

☐ Yes ☐ No

Date:

Summary of discussion

Section H: Teacher Recommendation

- ☐ Classroom support only ☐ Observation by Learning Support ☐ Counsellor observation
☐ Parent meeting ☐ External assessment may be considered

Teacher Signature

Date

Coordinator Signature

Date

SKILL STORK INTERNATIONAL SCHOOL

Parent Referral / Parent Concern Form

Student Information	
Student Name	
Class	
Parent Name	
Relationship	
Phone	
Email	
Date	

1. What concerns would you like to share?

2. When did you first notice these concerns?

☐ Less than 3 months ☐ 3–6 months ☐ More than 6 months

Please explain.

3. Where do you notice these concerns?

Tick all that apply.

☐ Home ☐ School ☐ Playground ☐ Family gatherings ☐ Public places ☐ During routines ☐ During learning

4. Which areas concern you?

☐ Communication ☐ Behaviour ☐ Emotional wellbeing ☐ Social interaction ☐ Learning ☐ Motor development

☐ Sensory needs ☐ Health

Other

5. Child's Strengths

What does your child enjoy?

What are your child's strengths?

6. Previous Support

Has your child received:

☐ Occupational Therapy ☐ Speech Therapy ☐ Counselling ☐ Behaviour Therapy ☐ Psychological Assessment ☐ Medical Support ☐ None

If yes, please explain.

7. School Support Requested

☐ Classroom support ☐ Observation ☐ Parent meeting ☐ Learning Support ☐ Emotional wellbeing support
☐ Counselling

Parent Declaration

I understand that this form does not diagnose a disability.

I understand that any school observations are preliminary and intended to support my child's learning.

Parent Signature

Date

SKILL STORK INTERNATIONAL SCHOOL

Individual Education Plan (IEP)

Confidential Document

Student Information

Student Name	
Admission No.	
Class / Programme	
Date of Birth	
Date IEP Initiated	
Review Date	
Class Teacher	
Wellbeing Counsellor	

1. Child's Strengths

2. Current Level of Development and Baseline Observations

Area	Baseline Observation
Learning / Cognitive Development	
Communication and Language	
Social and Emotional Development	
Physical / Motor Development	
Independence and Participation	

3. Agreed Goals

Goal Area	Specific Goal
Learning Goal	
Developmental Goal	
Wellbeing Goal	

4. Teaching Strategies, Accommodations and Reasonable Adjustments

5. Roles and Responsibilities

Stakeholder	Agreed Responsibility
Class Teacher	
Counsellor	
Parent / Family	
Student, where age-appropriate	

6. Resources and Support Services Required

7. Evidence of Progress

Evidence to Be Collected	Frequency / Timeline

8. Progress Review and Next Steps

Progress noted:

Recommendations and next steps:

Signatures

Name and Role	Signature	Date
Parent / Guardian		
Class Teacher		
Wellbeing Counsellor		
Academic Coordinator / Principal		

SKILL STORK INTERNATIONAL SCHOOL
Parent Consent for School Counselling Services

Date: _____

To: Parent(s)/Guardian(s) of _____

Class: _____

Subject: Consent for School Counselling Support

Dear Parent(s)/Guardian(s),

At Skill Stork International School, the wellbeing of every learner is at the heart of our educational philosophy. As part of our commitment to providing a safe, nurturing, and inclusive learning environment, we offer school-based counselling services to support students' social, emotional, behavioural, and personal development.

Based on observations and discussions, we believe that your child may benefit from meeting with our School Counsellor. These sessions are intended to provide guidance, emotional support, and age-appropriate strategies that will help your child thrive both academically and personally.

Please note that school counselling is supportive and educational in nature. It is not a psychological diagnosis, medical assessment, or clinical therapy. If, during the course of counselling, additional support from an external specialist is considered beneficial, this will always be discussed with you before any recommendations are made.

All counselling sessions are conducted in a confidential and professional manner. Information shared during counselling will remain confidential except where disclosure is necessary to protect the safety and wellbeing of the child or others, or where required by law. Relevant information may also be shared with authorised school personnel on a need-to-know basis to ensure appropriate educational support.

We value your partnership and believe that working together is essential for your child's overall development. Should you have any questions regarding the counselling process, we encourage you to contact the School Counsellor or the Inclusion Coordinator.

If you agree for your child to participate in school counselling sessions, kindly sign the consent below and return this letter to the school.

We appreciate your continued trust and support.

Yours sincerely,

School Counsellor

Principal
Skill Stork International School

Parent/Guardian Consent

I, _____, parent/guardian of
_____ of Class _____, have read and understood
the purpose of the school counselling services offered by Skill Stork International School.

I understand that these services are intended to support my child's social, emotional, behavioural, and
educational wellbeing and that they do not constitute medical or psychological diagnosis or treatment.

I hereby provide my informed consent for my child to participate in school counselling sessions conducted
by the School Counsellor.

Parent/Guardian Name: _____

Signature: _____

Date: _____

Contact Number: _____

POLICY REVIEW PROCESS

COLLABORATIVE • REFLECTIVE • IMPACTFUL

A structured process to ensure our policies remain relevant, effective, and aligned with our mission, values, and the needs of our community.



Aligned to
Vision & Mission



Inclusive
Stakeholder Input



Evidence Based
& Practical



Supports Student
Learning & Well-being



Continuous
Improvement

1

**INITIAL
REVIEW**



Evaluate the policy against key criteria.

- Purpose and alignment
- Clarity and language
- Implementation and procedures
- Monitoring and evidence
- Review and improvement cycle

ASK:



- Is the policy clear, relevant, and practical?
- Is it being implemented effectively?
- How do we know?

2

**STAKEHOLDER
REVIEW**



Different perspectives create stronger policies.

TEACHERS



Classroom
Perspective

Focus:
Practicality,
Implementation,
Classroom Impact

**ACADEMIC
COORDINATORS**



Programme
Perspective

Focus:
Programme Alignment,
Monitoring, Systems
& Accountability

PARENTS



Home-School
Perspective

Focus:
Communication,
Support, Partnership
& Child Development

PRINCIPAL



Whole School
Perspective

Focus:
Compliance, Resources,
Consistency & School
Improvement

**DEAN
(STUDENT AFFAIRS)**



Student Well-being
Perspective

Focus:
Student Impact, Equity,
Agency, Rights &
Well-being

DIRECTOR



Strategic
Perspective

Focus:
Strategic Alignment,
Future Readiness,
Governance & Growth

We listen, reflect and integrate diverse voices to strengthen our policies.

3

**POLICY
QUALITY
AUDIT**



Check for essential policy elements.

- ✓ Purpose Statement
- ✓ Scope
- ✓ Guiding Principles
- ✓ Roles & Responsibilities
- ✓ Procedures
- ✓ Timelines
- ✓ Communication Plan
- ✓ Monitoring Mechanisms
- ✓ Documentation Requirements
- ✓ Review Cycle
- ✓ References
- ✓ Version Control



Ensure the policy
is complete,
clear, and
actionable.

4

**GAP
ANALYSIS**



Identify what's missing and what needs improvement.



Identify Gaps

- What is missing?
- What is unclear?
- What is outdated?



Improve

- What can be strengthened?
- What new requirements should be included?

5

**ACTION
PLANNING**



Plan actions to strengthen and implement the policy.



Define
Actions



Assign
Responsibility



Set
Timeline



Determine
Success
Indicators

6

**FINAL
RECOMMENDATION**



Make an informed decision.



Approve
without
changes



Approve with
minor
revisions



Major
revisions
required



Rewrite
required



**TOGETHER, WE CREATE POLICIES
THAT INSPIRE LEARNING,
WELL-BEING AND EXCELLENCE.**



REVIEW CYCLE

Most policies are reviewed annually.
Some are reviewed every 2 years.



**REVIEW
REFLECT
IMPROVE**

Better Policies. Better Future.

References

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