THE INTERNATIONAL SCHOOL OF EGYPT

Version 2.0 IB DIPLOMA PROGRAMME INCLUSION POLICY

Academic Year: 2026–2027

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Approved by: Head of School & School Superintendent

Approval in: September 2026

Date of Next Review: September 2027

1. Purpose

The International School of Egypt (ISE) is committed to providing an inclusive, respectful and supportive learning environment in which all students have meaningful opportunities to participate, learn and succeed.

The ISE IB Diploma Programme (IBDP) is committed to reducing and removing barriers to learning, teaching and assessment so that students can participate fully in the programme and demonstrate their knowledge, skills and understanding.

This policy establishes the principles, structures and procedures through which ISE implements inclusive education within the IBDP.

The policy aims to:

- promote equitable access to the IBDP
- identify and reduce barriers to student participation and learning
- recognize and respond to learner variability
- provide appropriate support for students with identified learning and/or special educational needs

- promote inclusive teaching and learning practices
- ensure appropriate access arrangements for assessment where required
- clarify the rights and responsibilities of students, parents/guardians, teachers, counsellors, the DP Coordinator and school leadership
- comply with applicable legal, regulatory and IB requirements
- establish a process for monitoring and reviewing the effectiveness of inclusion practices

The IB defines inclusion as an ongoing process aimed at increasing access and engagement in learning by identifying and removing barriers. *ISE's approach is aligned with this principle.*

2. ISE Vision for Inclusive Education

ISE believes that inclusion is an essential part of a high-quality IB education.

The school's vision is that every student should be:

- respected as an individual
- valued for their strengths and contributions
- provided with equitable opportunities to access challenging learning
- supported in overcoming barriers to learning
- encouraged to develop independence and self-advocacy
- given appropriate opportunities to demonstrate their learning
- supported to achieve appropriately challenging academic and personal goals

ISE recognizes that students differ in their:

- educational backgrounds
- learning preferences
- language experiences
- cultural and social backgrounds
- abilities
- strengths
- interests
- pace of learning

- support requirements

Inclusion therefore applies to the whole student population and is not limited to students formally identified as having special educational needs.

The school seeks to create a culture of collaboration, mutual respect, support and problem-solving involving students, teachers, parents/guardians, counsellors, the DP Coordinator and school leadership.

This approach reflects the IB's current understanding of inclusive education as a whole-school approach focused on enabling all learners to participate and thrive.

3. Principles of Inclusion

ISE's implementation of inclusion is guided by the following principles:

3.1 Equity

Students should have equitable opportunities to access the IBDP and participate meaningfully in learning, teaching and assessment.

Equity does not necessarily mean that every student receives identical support. Appropriate support may differ according to individual needs.

3.2 High Expectations

Inclusive education does not mean lowering academic expectations.

Students are supported to access the same learning goals and appropriately challenging educational experiences while barriers to participation are reduced.

The IB states that access arrangements are intended to provide equitable access and do not change what students are expected to learn or lower expectations.

3.3 Student-Centered Support

Support is based on the individual student's strengths, needs, circumstances and learning profile.

3.4 Early Identification

ISE seeks to identify barriers to learning as early as reasonably possible so that appropriate support can be planned.

3.5 Collaboration

Inclusive education is a shared responsibility involving the student, parents/guardians, teachers, counsellor, DP Coordinator and school leadership.

3.6 Respect and Dignity

Students are treated with respect and their privacy and dignity are protected when discussing or providing support for individual learning needs.

3.7 Continuous Improvement

The school regularly reviews its inclusion practices and uses evidence and feedback to improve provision.

4. Legal and Regulatory Requirements

ISE implements this policy in accordance with:

- applicable Egyptian laws and regulations concerning education, equality, disability and student rights
- applicable Ministry of Education in Egypt's requirements
- school-wide policies and procedures
- International Baccalaureate Programme Standards and Practices (PSP)
- the current IB Access and Inclusion Policy
- current IB Diploma Programme Assessment Procedures
- applicable IB requirements concerning inclusive assessment arrangements
- other relevant IB programme documentation

The school will review relevant legal and IB requirements when reviewing this policy and will update procedures when requirements change.

Where there is a conflict between an internal school procedure and a mandatory legal or IB requirement, the applicable legal or IB requirement will take precedence.

The DP Coordinator, in collaboration with school leadership and relevant staff, is responsible for monitoring changes to relevant IB requirements and communicating significant changes to staff.

The school's inclusion procedures will be implemented in a manner consistent with the school's legal obligations and available resources.

5. Structure and Responsibilities for Inclusion

5.1 School Leadership

School leadership:

- establishes the school's commitment to inclusion
- approves and supports implementation of this policy
- ensures appropriate resources and structures are available
- supports staff professional development related to inclusive education
- monitors the effectiveness of school-wide inclusion practices
- ensures that relevant legal and regulatory requirements are considered

5.2 IB Diploma Programme Coordinator

The DP Coordinator:

- oversees implementation of this policy within the IBDP
- communicates the school's inclusion procedures to students, parents/guardians and staff
- coordinates with teachers and the school counsellor regarding identified student needs
- ensures that relevant IB requirements are followed
- coordinates requests for IB authorization of assessment access arrangements where required
- maintains appropriate documentation
- supports teachers in understanding inclusive practices
- monitors the implementation of support strategies
- leads the annual review of this policy

5.3 IB DP Subject Teachers

IB teachers are responsible for:

- recognizing learner variability

- using inclusive and differentiated teaching strategies
- identifying potential barriers to learning
- communicating concerns to the DP Coordinator and/or counsellor
- implementing agreed support strategies
- monitoring student progress
- maintaining appropriate records of support provided
- providing feedback regarding the effectiveness of support
- participating in collaborative planning and reflection

Inclusive teaching may include, where appropriate:

- differentiation of instruction
- varied teaching approaches
- scaffolding
- explicit instruction
- visual and/or organizational supports
- appropriate use of technology
- flexible approaches to demonstrating learning
- additional clarification and feedback
- other strategies appropriate to the student's needs

5.4 School College Counsellor

The school counsellor:

- supports students and families in identifying learning and wellbeing needs
- participates in meetings concerning student support
- coordinates with teachers and the DP Coordinator
- recommends external specialist assessment where appropriate
- supports student self-advocacy
- contributes to decisions concerning appropriate educational pathways

- maintains confidentiality in accordance with school procedures

5.5 Students

Students have a responsibility to:

- participate actively in their learning
- communicate their learning needs where they are able to do so
- use agreed support strategies
- attend lessons and support sessions
- make reasonable efforts to meet programme expectations
- respect the rights and needs of others
- take increasing responsibility for their learning and self-advocacy
- participate in meetings concerning their educational support where appropriate

Students have the right to:

- be treated with dignity and respect
- access appropriate learning support
- participate meaningfully in the IBDP
- have barriers to learning considered
- receive appropriate information about available support
- have their personal information handled appropriately

5.6 Parents/Guardians

Parents/guardians have a responsibility to:

- provide relevant information concerning their child's learning needs
- communicate with the school when concerns arise
- participate in meetings regarding support
- provide relevant professional documentation where required
- support agreed strategies at home where appropriate

- collaborate with the school in reviewing the student's progress

Parents/guardians have the right to:

- receive information about their child's learning needs and available support
- participate in decisions concerning support
- communicate concerns with teachers, the counsellor and DP Coordinator
- receive appropriate information about IB access arrangements
- be informed when IB authorization is required for an assessment arrangement

6. Access to the IBDP

ISE seeks to provide equitable access to the IBDP and does not exclude students solely because they have a learning difficulty, disability or additional learning need.

Admission to the programme is addressed through the school's Access and Admissions Policy.

Where an applicant has identified learning or support needs, the school considers:

- the student's academic readiness
- the nature of the student's support needs
- available school-based support
- any appropriate access arrangements
- the student's ability to participate meaningfully in the programme
- the resources and support structures available

Where additional support is required, the school will discuss the student's needs and available provision with the student and parents/guardians.

The school will seek to identify appropriate support rather than automatically treating a learning need as a reason for exclusion from the programme.

Where the school cannot reasonably provide a particular support requirement, this will be discussed transparently with the student and parents/guardians before a final programme decision is made.

7. Identification of Learning and Support Needs

ISE seeks to identify student learning needs as early as possible.

Potential indicators may be identified through:

- previous school records;
- teacher observations;
- admission assessments;
- classroom performance;
- assessment results;
- student self-referral;
- parent/guardian communication;
- school counsellor observations;
- previous individualized education plans or support plans;
- professional reports; or
- other relevant evidence.

Identification of a potential learning need does not automatically constitute a formal diagnosis.

Where appropriate, the school may recommend that the student and family seek assessment from an appropriately qualified external professional.

8. Procedure for Providing Learning Support

When a potential learning need is identified, the following process will normally be followed:

1. **Identification**

A teacher, student, parent/guardian, counsellor or DP Coordinator raises a concern regarding a potential barrier to learning.

2. **Initial Review**

The relevant teacher reviews the student's classroom performance, assessment evidence and existing support strategies.

3. **Classroom Support**

The teacher implements appropriate inclusive and differentiated strategies.

4. **Monitoring**

The teacher monitors the student's response to the strategies and records relevant observations.

5. **Collaboration**

If concerns continue, the teacher communicates with the DP Coordinator and/or school counsellor.

6. **Student and Parent/Guardian Meeting**

Where appropriate, the school meets with the student and parents/guardians to discuss:

- the observed barriers;
- strategies already implemented;
- the student's strengths;
- areas requiring further support; and
- possible next steps.

7. **Specialist Support**

Where appropriate, the school may recommend external specialist assessment or professional advice.

8. **Individual Support Plan**

Where appropriate, the school may develop an individualized support plan identifying:

- identified barriers;
- student strengths;
- learning goals;
- agreed classroom strategies;
- assessment arrangements;
- responsible staff members;
- monitoring arrangements; and
- review dates.

9. **Review**

The effectiveness of the support plan is reviewed regularly and adjusted as necessary.

9. Inclusive Teaching and Learning

ISE expects IB teachers to use inclusive approaches in planning, teaching and assessment.

Teachers should consider learner variability when planning lessons and learning experiences.

Collaborative planning should consider:

- different learning needs;
- different levels of prior knowledge;
- language needs;
- different ways students engage with learning;
- appropriate differentiation;
- accessibility of learning materials;
- appropriate scaffolding; and
- opportunities for students to demonstrate understanding in appropriate ways.

Teachers are expected to reflect on the effectiveness of their strategies and make adjustments where necessary.

This approach aligns with the IB's current emphasis on inclusive design for learning and teaching and on removing barriers to learning.

10. Assessment and Access Arrangements

ISE distinguishes between:

1. **inclusive teaching and learning practices** used as part of normal classroom provision; and
2. **formal access arrangements** that may require authorization by the IB for IB assessments.

Access arrangements are intended to provide equitable access to assessment and do not change the learning outcomes or lower academic expectations.

The school will ensure that, wherever possible, an access arrangement used in IB assessment reflects the student's normal experience in teaching and learning.

The current IB Access and Inclusion Policy states that arrangements for IB assessments should be aligned with arrangements used in learning and teaching.

ISE will follow the current IB requirements for determining which arrangements may be provided by the school and which require prior IB authorization.

The school will not assume that an arrangement listed in an older IB document remains automatically permissible. The DP Coordinator will consult the current IB Access and Inclusion Policy and current DP Assessment Procedures when determining assessment arrangements.

11. Requests for IB Assessment Access Arrangements

Where a student requires an assessment access arrangement that requires IB authorization, the DP Coordinator will coordinate the request in accordance with the current IB procedures and deadlines.

The process may include:

1. identification of the student's access requirement;
2. discussion with the student and parents/guardians;
3. review of relevant school records and evidence;
4. consultation with teachers and the school counsellor;
5. collection of appropriate professional or educational evidence where required;
6. confirmation that the arrangement reflects the student's normal learning experience where required;
7. submission of the request to the IB through the appropriate IB system; and
8. implementation of the arrangement only after the appropriate authorization has been received.

The exact evidence and documentation required will be determined according to the **current IB Access and Inclusion Policy and current assessment procedures** applicable to the relevant examination session.

The school will not rely on fixed historical timelines or documentary requirements where these differ from the current IB requirements.

12. Examples of Inclusive Support

Depending on the individual student's needs and applicable requirements, support may include:

- differentiated instruction
- additional teacher clarification
- structured learning materials
- visual supports
- organizational and time-management strategies
- assistive technology

- appropriate seating
- additional opportunities for practice
- supervised support sessions
- appropriate access to learning resources
- agreed assessment arrangements
- other reasonable and appropriate support

The support provided will depend on the student's individual needs and the requirements of the course and assessment.

13. Confidentiality and Student Information

ISE respects the privacy and dignity of students receiving learning support.

Information concerning a student's learning needs will be shared only with members of staff who need the information to provide appropriate educational support or to meet legitimate school or IB requirements.

Relevant documentation will be stored and handled in accordance with school procedures and applicable legal requirements.

Students and parents/guardians will be informed when information is required to support an application for an IB assessment access arrangement.

14. Monitoring Student Progress

Inclusive support is monitored through:

- teacher observations;
- assessment results;
- student feedback;
- parent/guardian feedback;
- support-plan reviews;
- meetings between teachers and the counsellor;
- meetings with the DP Coordinator; and

- other relevant evidence.

The purpose of monitoring is to determine whether the support provided is reducing barriers and helping the student participate and progress successfully.

Support strategies may be modified when evidence indicates that they are not sufficiently effective.

15. Communication and Awareness

ISE communicates its commitment to inclusion to the school community.

The DP Coordinator and relevant staff provide information to students, parents/guardians, IB teachers and relevant school staff.

Information may be communicated through orientation meetings, parent meetings, student meetings, staff meetings, professional development sessions, written guidance, school communication platforms.

Students and parents/guardians are encouraged to communicate with the school if they believe that a barrier is affecting the student's participation or learning.

Teachers are expected to raise concerns when they observe persistent barriers to learning.

16. Programme Pathway and Student Support

Where a student experiences sustained difficulty meeting programme requirements, the school will first consider appropriate support and possible adjustments within the available programme structures.

The school may review:

- the student's subject choices
- subject level
- workload
- learning support
- study strategies
- academic intervention
- other appropriate support

If, after appropriate support and review, an alternative educational pathway appears more appropriate for the student's educational needs and goals, this will be discussed collaboratively with the student, parents/guardians, relevant teachers, school counsellor, DP Coordinator.

Possible pathways may include an IB Course pathway or another appropriate school programme.

Any change of pathway will be approached as an educational decision intended to support the student's long-term success and wellbeing.

18. Monitoring and Evaluation of the Inclusion Policy

ISE monitors the implementation of this policy through evidence such as:

- student support plans
- teacher planning and differentiation
- records of support interventions
- student and parent/guardian feedback
- staff feedback
- professional development records
- access-arrangement requests and outcomes
- student academic progress
- pathway reviews
- meetings concerning inclusion
- annual policy review records

The school uses this evidence to identify strengths, barriers and areas for improvement.

19. Policy Review

This policy is reviewed **annually** to ensure that it remains effective, current and aligned with:

- applicable Egyptian legal and regulatory requirements
- school policies
- current IB Programme Standards and Practices
- the current IB Access and Inclusion Policy
- current IB Diploma Programme Assessment Procedures
- the needs of the school's student population

The annual review considers:

1. whether the school's inclusion procedures are being implemented consistently

2. whether students have equitable access to the programme
3. whether barriers to learning are being appropriately identified
4. whether teachers are implementing inclusive teaching practices
5. whether students are receiving appropriate support
6. whether communication with parents/guardians is effective
7. whether assessment access arrangements are being implemented correctly
8. whether staff have appropriate knowledge and professional development
9. whether legal or IB requirements have changed
10. whether the policy remains appropriate for the school's context
11. whether changes are required to improve inclusion

The DP Coordinator leads the review in consultation with school leadership, teachers, the counsellor and other relevant members of the school community.

20. Policy Review Record

Version	When	Revision	Reviewed by
1.0	2021	**Old policy:** The policy was heavily centered on "SEN students" and special educational needs. **Why we changed it:** The current IB approach views inclusive education as a whole-school approach that applies to all learners, rather than only students with disabilities or SEN.	IBDP Team and School Leadership
2.0	September 2026	**2026 revision:** ISE now defines inclusion more broadly as addressing **learner variability and barriers to learning, teaching and assessment**, while continuing to provide specific support for students with identified learning needs. *The policy was revised to broaden ISE's definition of inclusion from a primarily SEN-focused approach to a whole-school approach that recognizes learner variability and seeks to reduce barriers to learning, teaching and assessment for all IBDP students.*	DP Coordinator, IBDP Team, Counsellor and School Leadership

21. Approval

This policy has been reviewed and approved by the International School of Egypt for implementation during the 2026–2027 academic year.

Head of School

Name: _____

Signature: _____

Date: _____

School Leadership/Superintendent

Name: _____

Signature: _____

Date: _____

References:

- International Baccalaureate Organization. *The IB Guide to Inclusive Education: A Resource for Whole-School Development*. International Baccalaureate Organization.
- International Baccalaureate Organization. *Learning Diversity and Inclusion in IB Programmes*. International Baccalaureate Organization.
- International Baccalaureate Organization. *Programme Standards and Practices*. International Baccalaureate Organization.
- International Baccalaureate Organization. *What Is an IB Education?* International Baccalaureate Organization.
- International Baccalaureate Organization. *Meeting Student Learning Diversity in the Classroom: A Guide for Schools*. International Baccalaureate Organization.