



Inclusion Policy

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Review Cycle: Annual

CIS Mission Statement

At Candiidus International School, every student is at the heart of learning. We foster inquiry, growth, and lifelong learning through meaningful opportunities. We nurture mutual respect, intercultural understanding, and peace, enabling students to become confident, compassionate and responsible contributors to a sustainable world.

Philosophy

The school upholds the principles of joy in learning and the cultivation of creative expression as fundamental to childhood development. Recognising the inherent uniqueness of each learner, the school promotes holistic growth through integrated, student-centred, and experiential learning approaches. The pedagogical framework is rooted in a constructive methodology that encourages active participation and independent thinking within a structured and nurturing environment.

Learning experiences are designed to progress systematically from known to unknown concepts, from concrete to abstract understanding, and from local contexts to global perspectives. Educators remain attentive to the emotional, social, psychological, physical, and cognitive development of each student, providing consistent guidance and motivation to support academic excellence and personal growth. Learners are empowered to develop global awareness, essential life skills, and a commitment to lifelong learning.

Introduction

Candiidus International School functions within a culturally diverse and cosmopolitan community. The school acknowledges and respects differences in nationality, gender, religion, ethnicity, language, and socioeconomic background, viewing diversity as a valuable asset that enriches the educational experience.

All learners are entitled to equitable access to a broad and balanced curriculum that supports their academic, social, and emotional development. The school endeavours to foster an inclusive environment where every student experiences a sense of belonging, respect, and active participation in all aspects of school life.

Parents and guardians are recognised as vital stakeholders in the educational process. The school encourages ongoing collaboration with families to support identified student needs, monitor progress, and ensure appropriate interventions are implemented when necessary.

Acknowledging that many learners may communicate primarily in their mother tongue, the school ensures that linguistic differences do not result in disadvantage or

discrimination. Appropriate strategies are implemented to support students in achieving language proficiency required for academic success.

Learners with Special Educational Needs and Disabilities (SEND) are supported through suitable accommodations, differentiated instruction, and curriculum modifications to ensure equitable access to learning. Screening procedures are conducted during the admission process to identify specific needs, and the school is adequately equipped to support students with mild to moderate learning challenges.

Our Beliefs on Inclusion

The school affirms that:

- Every learner possesses unique characteristics that must be respected and valued.
- Diversity in learning preferences and cognitive styles must be acknowledged and accommodated.
- Equal educational opportunities must be extended to all learners, irrespective of background or ability.
- Where appropriate, students with special educational needs should be educated within mainstream classrooms.

The school is committed to a learner-centred philosophy that ensures meaningful, equitable, and dignified access to education. Inclusion fosters social integration, mutual respect, enhanced peer relationships, and emotional intelligence among all learners.

Integrating students with special needs within mainstream settings contributes to:

- The development of positive social competencies
- Strengthening of peer relationships
- Increased acceptance and understanding of diversity
- Promotion of empathy and compassion

Guiding Principles

Candiidus International School recognises learning diversity as an integral component of effective education. Variations in identity, language, background, and ability are addressed through inclusive policies and responsive teaching practices. In alignment with International Baccalaureate philosophy, the school promotes international-mindedness, intercultural understanding, and respect for differing perspectives.

The school adheres to the following core principles of inclusive education:

- Education is a fundamental human right.
- Learning environments must promote safety, belonging, dignity, and self-worth.
- All educators share responsibility for the education of every learner.
- Strength-based approaches enhance learner engagement and achievement.
- Diversity enriches the educational community.
- All students are entitled to equal participation and success.
- Multilingualism is acknowledged as a valuable resource.
- Student voice is respected and actively encouraged.
- Learners are guided in developing IB learner profile attributes to become responsible and ethical global citizens.

Inclusive Access Arrangements

Candiidus International School ensures fair and equitable assessment conditions for all learners by implementing reasonable accommodations designed to minimise barriers and promote equal opportunities. Such arrangements may be necessitated by:

- Long-term learning support requirements
- Temporary medical conditions
- Additional language learning needs

Inclusive measures may include extended examination time, alternative testing venues, rest breaks, assistive technologies, or designated support personnel. These arrangements are introduced and standardised at an early stage to ensure consistency in learning and assessment practices.

Standards and Practices (IB Aligned)

- The school ensures equitable access to all IB programmes and associated opportunities.
- Appropriate support is provided for learners with special educational needs.
- Collaborative planning incorporates differentiated instructional strategies.
- Teaching methodologies are adapted to meet diverse learning requirements.

Roles and Responsibilities

Curriculum

The curriculum is structured to promote awareness and appreciation of cultural diversity through intercultural learning opportunities. Language acquisition is actively

encouraged to foster respect and understanding of global cultures. The school aims to support the comprehensive development of learners, encompassing academic, emotional, moral, and physical dimensions.

Mentors

Mentors play a critical role in supporting students by fostering strong relationships and creating a welcoming learning environment. They assist in the social and academic integration of new learners, international students, and students with additional needs.

IBDP Coordinator

The IBDP Coordinator ensures the implementation of inclusive practices and equitable access to academic programmes and assessments. The coordinator facilitates collaborative planning, ensures curriculum accessibility, and oversees the integration of inclusive principles throughout the learning process.

Facilitators

Facilitators are responsible for delivering inclusive instruction and proactively identifying barriers to learning. They implement adaptive teaching strategies, create supportive classroom environments, and collaborate closely with leadership and parents to monitor student progress and well-being. Facilitators maintain a strong commitment to ensuring that all learners are provided with equitable opportunities to achieve learning outcomes.

Anti-Discrimination Policy

Candiidus International School enforces a strict zero-tolerance policy towards discrimination of any form, including but not limited to gender, religion, ethnicity, disability, or social background. Any instances of discrimination are addressed decisively in accordance with established disciplinary procedures. The school remains steadfast in its commitment to fostering an environment of mutual respect and inclusivity.

- **Promoting Inclusion**

The school promotes inclusion through the following measures:

- Maintenance and annual review of a comprehensive inclusion policy
- Regular professional development for staff on inclusive practices
- Continuous engagement with parents and students regarding inclusion initiatives
- Transparent communication of expectations and responsibilities

STANDARDS AND PRACTICES IN ACCORDANCE TO IB GUIDELINES.

- A:9 the school supports access for students to the IB programme(s) and the philosophy.
- B2:8 the school provides support for its students with learning and/or special educational needs and supports their teachers.
- C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

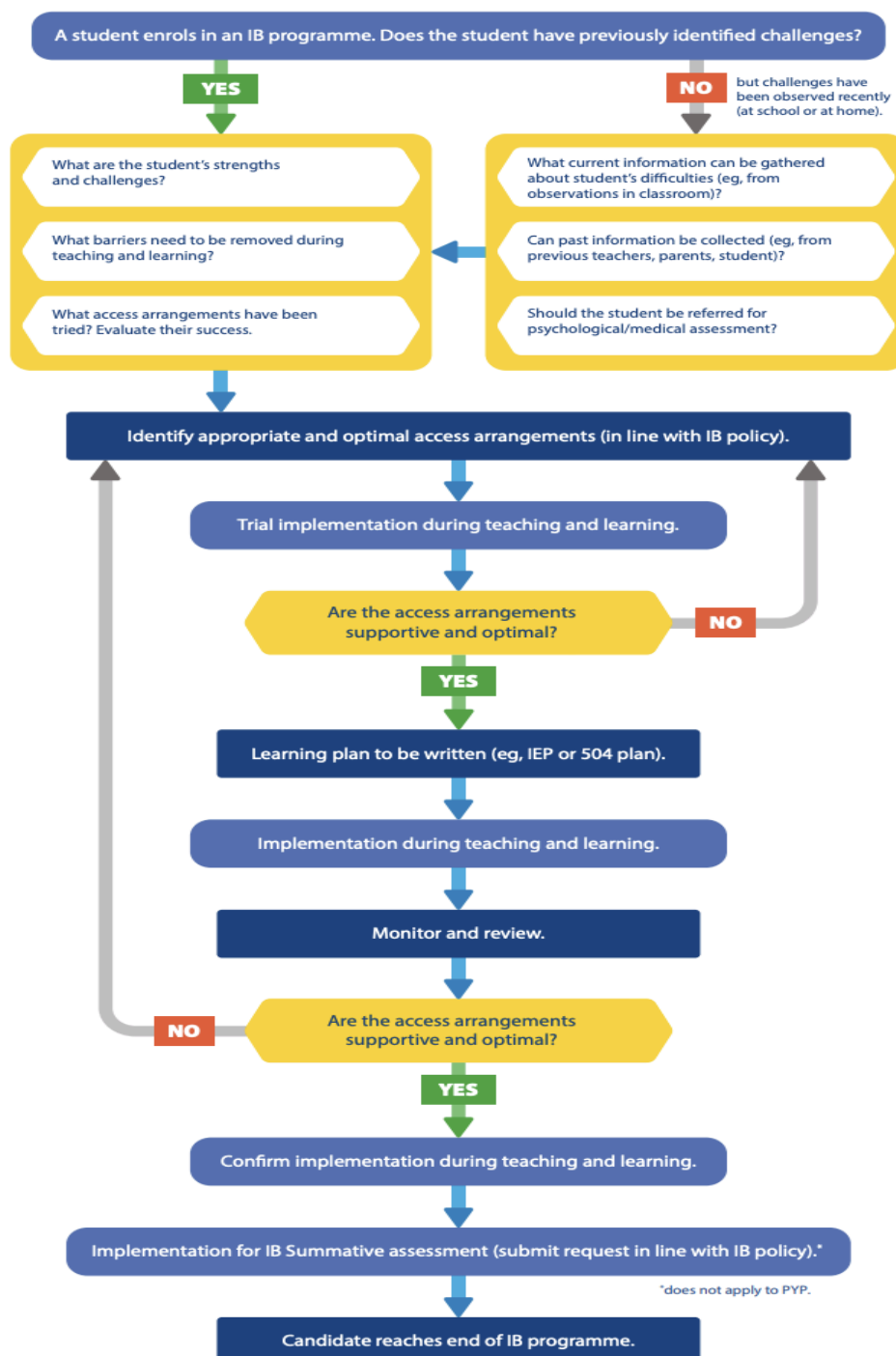
Communication of Policy

The Inclusion Policy is shared during teacher onboarding, student/parent orientation, and posted on the school website.

Policy Review

This policy is subject to annual review to ensure continued relevance and effectiveness. The review process includes input from the School Governing Body, school leadership, faculty, and parent representatives to support continuous improvement.

Inclusive access arrangements: Decision pathway



Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

Further guidance for candidate schools

Once a candidate school has collaboratively developed an inclusion policy based on their school context and IB documentation, the school should review and reflect on the policy draft to ensure that it includes the following.

- The school's mission and values, which must articulate the school's vision on inclusion (in accordance both with any local legislation that is applicable and with the overall school policy)

- Practices and procedures to remove barriers to learning

- The school's legal requirements and how the school's structures and processes comply

- Alignment with IB standards and practices

- Information on how the policy will be accessible to the whole school community

- Links with the school's policies (academic integrity, language, assessment, and access/admission)

- A description of how the policy will be regularly reviewed at designated intervals in the school development cycle

- Limitations to inclusion and how future school development addresses the limitations

- A description of the rights and responsibilities of all members of the school community that clearly states the school's vision for implementing inclusive programmes

Additionally, the IB requires all school policies to explicitly address the following.

- Consideration of physical and virtual spaces

- Articulation of a planned integration of human, natural, built or virtual resources

- Consideration of the IB learner profile

- Consideration of international-mindedness