

THE FALCON SCHOOL



Inclusion Policy

Middle Years Programme & Diploma Programme

Academic Year 2026–2027

This Inclusion Policy will be reviewed periodically to ensure its relevance and effectiveness. All necessary revisions will be made in consultation with relevant stakeholders.

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1. Introduction

The Falcon School is committed to creating an adaptive environment that is academically stimulating and supportive. As an international school with English as its teaching medium, we value multilingualism and encourage international-mindedness. The school considers each applicant individually, taking into account their academic and learning profile and the school's ability to provide appropriate access to and support for the curriculum.

This policy applies to all students at The Falcon School, including students enrolled in the International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP). It applies to teaching and learning, internal and external assessment, the MYP Personal Project, MYP eAssessment, DP Internal Assessments, the Extended Essay, Theory of Knowledge and Creativity, Activity, Service (CAS). The principles of inclusion apply to all aspects of school life and to all members of the school learning community.

The school recognises learner variability as a normal feature of every learning community. Inclusion therefore extends beyond students with formally identified special educational needs and encompasses students who may experience barriers related to language, learning, physical or sensory needs, medical circumstances, social-emotional needs or other individual circumstances.

Inclusion is the shared responsibility of school leadership, programme coordinators, teachers, the Learning Support Centre, students and parents.

2. Alignment of the Falcon School and IB Missions

The Falcon School and the International Baccalaureate aim to develop inquiring, knowledgeable, and principled young people who help to create a better and more peaceful world through intercultural understanding and respect.

3. IB Learner Profile

The IB learner profile is a set of attributes that the IB aspires to develop in students. These attributes are to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. This policy has special reference to the concepts of being open-minded and caring.

The IB document, *Learning diversity and inclusion in IB programmes*, identifies the responsibility of a school to provide, within its own context, for a diversity of educational needs. At the Falcon School, there is a Learning Support Centre (the LSC) which is led by a SENCO, who co-ordinates the students who have Special Educational Needs, both physical and developmental.

The school considers each student's individual needs and the reasonable adjustments and support required to enable meaningful access to the curriculum. Where a student has significant learning, physical, sensory or developmental needs, admission and continued provision are considered individually in consultation with the family and relevant professionals, taking into account the student's needs and the school's capacity to provide appropriate and sustainable support.

4. Policy Statement

The Falcon School firmly believes in the promotion of the IB learner profile attributes. As such, the following Inclusion Policy has been established to guide and support students, teachers, and others in providing a framework for creating a learning environment that supports the ongoing process of increasing student engagement and access, as well as removing barriers to learning. In this way, the school's admission and inclusion policies are in alignment.

5. Purpose

"Inclusion of all students in an educational environment is a matter of human rights and social justice." (International Baccalaureate Organization, 2016)

This inclusion policy serves as a guide to how its objectives will be put into practice through the collaboration of a dynamic learning community at the Falcon School. The policy takes into account the principles and practices of the International Baccalaureate.

6. Guiding Principles of an Inclusive Education

- Learning diversity is valued as a rich resource for building inclusive communities.
- Every educator is an educator of all students.
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and holistic growth for every student.
- Learning is considered from a strengths-based perspective.
- All learners belong and experience equal opportunities to participate and engage in quality learning.
- Full potential is unlocked through connecting with, and building on, previous knowledge.
- Multilingualism is recognized as a strength, and a resource.
- All members of the school community have a voice.
- All students can expect success as a key component of learning.

7. Objectives

By developing and implementing a policy of inclusion, the Falcon School aims to:

- create a learning environment that responds to the diverse educational needs of all students,
- address commonality, diversity, and multiple perspectives,
- differentiate instruction to meet diverse learning styles and needs,
- engage students in reflecting on how and why they are learning,
- identify students with additional needs as early as possible,
- ensure that additional needs are identified, assessed, and supported with the available resources which the Falcon School provides,
- train staff on differentiation in general classroom instruction and assessment,
- connect students with additional needs requiring support beyond what is available at the Falcon School to external resources in the community,
- identify the roles and responsibilities of staff members regarding students with additional needs.
- establish a structured, ongoing Professional Development (PD) programme to provide teachers with regular training on differentiation, early SEN identification, inclusive assessment arrangements, etc.

8. Inclusion within the IB Middle Years Programme and Diploma Programme

The Falcon School is committed to providing equitable access to both the IB Middle Years Programme and Diploma Programme and to removing unnecessary barriers that may prevent students from participating successfully in either programme.

8.1 MYP

Within the MYP, inclusive practice is embedded in curriculum planning, teaching, learning and assessment. Teachers use differentiation, scaffolding, appropriate learning technologies and varied approaches to teaching and assessment to respond to learner variability. Students requiring additional support are identified in collaboration with teachers, the Learning Support Centre, parents and, where appropriate, external specialists.

Where students participate in MYP eAssessment, the MYP Coordinator works with the SENCO/LSC to ensure that appropriate access arrangements are established during learning and internal assessment and that applications for IB-approved arrangements are made where required.

8.2 DP

The school seeks to provide access to the Diploma Programme for the broadest reasonable range of students and supports students in selecting an appropriate combination of Diploma Programme subjects and levels.

Inclusion within the DP applies to classroom learning, internal and external assessment and the DP Core: Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS).

The DP Coordinator, teachers, Educational Counsellor and Learning Support Centre collaborate to identify barriers to participation and establish appropriate support. Access arrangements should, wherever possible, form part of the student's normal way of working and must not provide an unfair academic advantage or alter the skills or knowledge being assessed.

Where a student with identified learning or access requirements is considering entry to the Diploma Programme, the DP Coordinator, Educational Counsellor and LSC/SENCO will work with the student and parents to consider the demands of the programme, appropriate subject and level choices, existing support arrangements and any access arrangements that may be required. Relevant information will be communicated to DP teachers to support continuity of provision.

9. Definitions of Key Terms Relevant to IB Inclusion

Access Requirements	Learning, physical, sensory, or medical support needed by a student to access the curriculum and assessments on an equal basis.
Differentiation (differentiated instruction)	“Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.” (International Baccalaureate Organization, 2016)
Dynamic learning communities	The idea that the school community is a whole that includes learners, parents and caregivers, support staff, and non-teaching staff.
IEP	Individual Education Plan, a plan outlining intervention support that will be offered to the student. The IEP is created by the learning support team in collaboration with parents, teachers, and administrative staff.
Inclusion	A broad understanding that embraces the diversity of learners and all minority groups. Inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving.
Inclusive Assessment Arrangements	Approved adjustments to standard assessment conditions that allow candidates with access requirements to

	demonstrate their learning without altering the assessment standards or criteria.
Learner variability	Recognizes that all students may experience barriers to learning at some point in their school career.
LSC	The Learning Support Centre is led by an SENCO, who co-ordinates the students who have Special Educational Needs, both physical and developmental (see IEP above).

10. Identifying Students with Additional Educational Needs

“It is the responsibility of all teachers to ensure that each student is exposed to instruction and learning opportunities that are accessible to them as individual learners.” (International Baccalaureate Organization, 2016)

Identification of barriers to learning is an ongoing and collaborative process. Concerns may be identified through:

- teacher observation and assessment;
- academic progress and assessment data;
- information supplied during admission;
- previous school reports;
- student self-referral;
- parental concerns;
- pastoral information;
- screening or assessment undertaken by the Learning Support Centre; and
- reports from appropriately qualified external professionals.

Where a concern is identified, the subject teacher and/or Form Teacher communicates the concern to the Learning Support Centre. Relevant information is gathered and the student may be observed or assessed. Parents and the student are involved, where appropriate, in determining suitable support.

Where additional provision is required, an Individual Education Plan (IEP) or other appropriate support plan may be developed. This identifies the student's needs, barriers to learning, agreed strategies, responsibilities and appropriate targets. Support arrangements are communicated to relevant teachers and are reviewed regularly.

Where specialist assessment is required beyond the resources available within the school, parents may be advised to seek assessment from an appropriately qualified external professional.

11. Collaboration and Responsibility

Every educator is an educator of all students. At the Falcon School, teachers ensure high quality universal instruction, incorporating differentiation strategies as they plan lessons taking into account the diverse needs of their students. They work closely together with parents, and the learning support team.

11.1 Programme Coordinators (MYP / DP)

- Coordinate with the LSC / SENCO and Educational Counsellor to ensure that candidate access requirements are identified early.
- Submit requests for IB access and inclusion arrangements through the appropriate IB systems and processes within the published deadlines, in accordance with current IB regulations.
- Ensure all invigilators and classroom teachers are briefed on approved arrangements during internal and external IB examinations.

11.2 Parental involvement

Parents are partners in their children's education journey and vital members of a dynamic learning community. Since parents know their children well, they are an essential part of the ongoing support process from the beginning steps of need identification. Parents are sought for consultation when identifying additional educational needs and determining a plan for support.

11.3 Form Teachers and Subject Teachers

Form teachers are essential for the learning success of all students. They are the link between the student's school and home life. They have a primary role in tracking student progress, schoolwork, social relationships, and personal development. When concerns emerge about a student's academic, social, emotional, or physical well-being, the form teacher is the first point of contact. If a subject teacher has a concern in any area (academic, social, emotional, physical), they are responsible for bringing the concern to the form teacher in order to collaborate and submit a referral to the learning support team.

11.4 Senior Leadership Team

Members of the leadership of the school have the responsibility to establish processes that serve to remove barriers to learning for all members of the school community. Barriers to learning can arise from their cultures and policies, approaches to learning and teaching, the way the school is organized, the resources provided, and the interactions between members of the learning community. The leadership should be aware of the different needs of the students enrolled. Confidentiality of all students' information must be respected. (International Baccalaureate Organization, 2015)

11.5 Student Support Specialists (LSC)

Student support specialists with the LSC support the Falcon School teaching staff with responding to student concerns and referrals, creating resources, advising on differentiation practices, assessing students, and providing both direct and indirect learning intervention. The student support specialists also review data on a regular basis to ensure all students requiring additional support are identified. On occasion, outside agencies, such as independent educational and/or clinical psychologists, may be recruited and involved in the support of a student's learning needs.

11.6 Students

Students are encouraged to participate actively in decisions concerning their learning and support. Depending on their age and circumstances, students are expected to:

- communicate barriers they experience in learning;
- contribute to discussions about appropriate strategies and support;
- use agreed access arrangements responsibly;
- participate in reviews of their support arrangements;
- develop increasing independence and self-advocacy; and
- respect the learning needs and differences of others.

11.7 Professional Development

In line with the guiding principle that "every educator is an educator of all students" (Section 6), the Falcon School commits to building and sustaining staff capacity through continuous professional learning:

New staff receive training in early identification of SEN, adaptive teaching strategies, and the operational management of Individual Education Plans (IEPs).

The school provides access to official IB workshops on learning diversity and inclusion, supplemented by internal workshops.

There are internal coaching and collaborative planning sessions to assist subject teachers in adapting unit plans, assessments, and learning environments.

12. Differentiation

In the classroom, differentiation is a necessary practice for all teachers to promote access and engagement for diverse learners. Teachers can receive support in differentiation from the LSC. The International Baccalaureate Organization identifies four principles of teaching that promote inclusive learning and equal access to the curriculum for all learners. Those principles are:

- Affirming identity and building self-esteem: educators use an affirmative model that ensures all students are visible and valued.
- Valuing prior knowledge: educators meaningfully assess existing knowledge, strengths, and interests.
- Scaffolding: Teachers use access to prior knowledge to identify smaller steps that can be incorporated into the learning process.
- Extended learning: Includes IB approaches to teaching and learning, teaching to learner variability, creating optimal learning environments, assessment, collaboration (co-teaching), and technology.

13. Access and Inclusive Assessment Arrangements

Inclusive access arrangements are intended to remove or reduce barriers to learning and assessment without changing the standard being assessed or providing an unfair advantage.

The school seeks to identify access requirements as early as possible. However, the need for support may become apparent at any stage of a student's MYP or DP education.

Appropriate access arrangements should normally be part of the student's usual learning and assessment experience. Teachers therefore work with the LSC/SENCO and programme coordinators to ensure consistency between classroom practice, internal assessment and, where applicable, IB assessment arrangements.

Arrangements are determined according to individual student need, appropriate professional evidence and current IB regulations.

13.1 Application Process

The MYP and DP Coordinators, in consultation with the LSC and Educational Counsellor, submit requests for inclusive access arrangements through the IB's designated application processes in accordance with current IB regulations.

13.2 Inclusive Access Arrangements

Depending on individual student needs, appropriate supporting documentation and current IB regulations, inclusive access arrangements may include:

- Additional time for written examinations
- Rest breaks and quiet examination rooms
- Assistive technology, readers, or scribes
- Adjustments for the DP Core (TOK, Extended Essay, and CAS) and Internal Assessments (IAs)

14. Confidentiality and Information Sharing

Information concerning a student's learning, medical or support needs is treated confidentially and shared only with members of staff who require the information in order to support the student's education, wellbeing or assessment.

Relevant information regarding agreed strategies and access arrangements is communicated to appropriate teachers while respecting the student's dignity and privacy.

Student records and professional reports are stored securely and processed in accordance with applicable data-protection requirements.

15. Monitoring and Review

The effectiveness of this policy is monitored through collaboration between Senior Leadership, the MYP and DP Coordinators, SENCO/LSC, Educational Counsellor, teachers, students and parents.

The school may consider evidence including student progress, participation in the MYP and DP, effectiveness of individual support plans, student and parent feedback, teacher feedback and the effectiveness of access arrangements.

The policy will be reviewed regularly and whenever significant changes occur in IB regulations, national requirements or school practice. Changes will be communicated to the school community as appropriate.

16. Related School Policies

This Inclusion Policy should be read in conjunction with:

- Admissions Policy
- Assessment Policy
- Academic Integrity Policy
- Language Policy
- Educational Counselling Policy
- Safeguarding and Child Protection Policy
- relevant MYP and DP assessment procedures.

17. Legal and Regulatory Framework

The Falcon School implements this policy within the legal and regulatory framework applicable to private schools in the Republic of Cyprus, including relevant requirements concerning equality, disability, student welfare, safeguarding and data protection.

Where national requirements and IB requirements both apply, the school will seek to meet both sets of obligations. The Senior Leadership Team is responsible for ensuring that the school's inclusion practices remain consistent with applicable legislation and Ministry of Education requirements. In addition, teaching and support staff are individually bound by applicable equality, disability, and child protection laws to ensure non-discriminatory practice, equal access to instruction, and duty of care.

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