

CYGNUS INTERNATIONAL SCHOOL
SCHOOL CODE: 062222

Inclusion Policy



CYGNUS INTERNATIONAL SCHOOL – INCLUSIVE EDUCATION POLICY (IB DIPLOMA PROGRAMME)

“The whole purpose of education is to turn mirrors into windows.” – Sidney Harris

IB Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. IB programmes encourage students to become active, compassionate, and lifelong learners who understand that all individuals, with their differences, can also be rightfully included and valued.

(Linked to PSP: Purpose)

School Mission

Cygnus International School aims to nurture young, aspirational, curious, and enthusiastic minds into compassionate, empathetic, knowledgeable, and balanced globally-minded citizens. Learners are encouraged to respect every individual, irrespective of racial background, ethnicity, colour, language, appearance, gender, sexuality, or learning needs. The school community works collaboratively to create an inclusive and supportive learning environment for all students.

(Linked to PSP: Purpose, Culture)

Philosophy

- Education at Cygnus International School is learner-centric and values diversity and inclusivity.
- Academic excellence is balanced with equal emphasis on music, dance, art, culture, sports, and community engagement.
- The school prioritizes the physical, emotional, and mental well-being of every student, including those with special educational needs (SEN).
- The school recognizes that barriers to learning may arise from curriculum design, assessment practices, language, environment, or attitudes. The school commits to proactively identifying and removing such barriers to ensure equitable access for all learners.
- The school recognizes that inclusion is a whole-school responsibility and not limited to students with diagnosed learning differences.

(Linked to PSP: Purpose, Culture, Learning)

Purpose of the Inclusion Policy

The Inclusion Policy aims to:

- Outline the school’s beliefs, practices, and commitments toward equitable access and inclusive learning.
- Ensure alignment with the IB philosophy, promoting international-mindedness and holistic development.
- Support the academic, social, and emotional development of all students, including those with Individualized Education Plans (IEPs) and other accommodations.

(Linked to PSP: Purpose, Culture, Learning)

School Context

- Located in Vadodara, India, Cygnus International School serves students from diverse cultural, linguistic, and learning backgrounds.
- Structured support is provided for students requiring additional learning assistance through IEPs, counseling, and specialized programmes.

(Linked to PSP: Environment, Culture, Learning)

Roles and Responsibilities

School Leadership

- Ensure consistent implementation of the Inclusion Policy.
- Allocate resources and professional development for inclusive practices.
- Monitor alignment with IB expectations and school goals.

(Linked to PSP: Leadership, Culture)

Teachers

- Differentiate instruction to address varied learning needs.
- Collaborate with the inclusion representative, counselors, and parents to implement IEPs.
- Integrate diversity and inclusion within classroom pedagogy and assessment.
- Monitor and document student progress regularly.

(Linked to PSP: Learning, Assessment, Culture)

Students

- Participate actively and respectfully in inclusive learning environments.
- Develop self-advocacy skills and communicate learning needs appropriately.
- Students are encouraged to participate in goal-setting and reflection within their IEP process.
(Linked to PSP: Learning, Culture)

Parents and Guardians

- Support learning at home in alignment with IEP recommendations.
- Collaborate with teachers and the DP Coordinator to ensure proper accommodations.
- Share relevant documentation and feedback to strengthen inclusive practices.
(Linked to PSP: Learning, Culture)

Inclusion Practices at Cygnus International School

Individualized Education Plans (IEPs)

- Developed collaboratively for students identified with learning support needs, including those requiring additional accommodations or access arrangements.
- Include academic, social, and emotional goals, strategies, and assessment methods.
- Reviewed periodically to monitor progress and adjust support.
- All documentation related to student learning support is handled with confidentiality and shared only with relevant stakeholders to protect student privacy and dignity.
(Linked to PSP: Learning, Assessment)

Differentiated Instruction and Support

- Curriculum delivery is adapted to diverse learning styles and abilities.
- Support includes scaffolding, assistive technologies, and counseling.
(Linked to PSP: Learning, Culture)

Inclusive Learning Environment

- Classrooms are barrier-free, collaborative, and culturally responsive.
- Activities encourage empathy, peer support, and intercultural understanding.

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- Equitable access to learning, assessment, and extracurricular opportunities is ensured.
(Linked to PSP: Environment, Culture, Learning)

Inclusive Assessment and Accommodations

- Reasonable adjustments are provided, including time extensions, alternate formats, or assistive devices.
- Requests for IB access arrangements are submitted by the DP Coordinator in accordance with IB Access and Inclusion guidelines and required timelines. Supporting documentation is maintained, and accommodations are implemented consistently during internal assessments and mock examinations to ensure equity and familiarity.
(Linked to PSP: Assessment, Learning)

Identification and Referral Process

- Early identification through teacher observation and academic monitoring.
- Referral to the inclusion team or counselor when concerns arise.
- Collaboration with parents and external specialists when required.
- Documentation maintained confidentially.

Links to Other School Policies

- **Language Policy:** Supports multilingualism and equitable communication.
- **Assessment Policy:** Ensures fair and inclusive evaluation practices.
- **Academic Integrity Policy:** Promotes ethical participation and authenticity for all learners.
(Linked to PSP: Culture, Assessment)

Evidence of Implementation

- IEP documentation and progress records.
- Lesson plans reflecting differentiated strategies.
- Student participation in inclusive initiatives and community engagement.
- Professional development logs and training records.
- Feedback mechanisms involving students, parents, and teachers.
(Linked to PSP: Learning, Assessment, Leadership)

Professional Development

- Regular training for teachers on inclusion, differentiation, and supporting students with learning support needs.
- Awareness sessions for parents and students to build an inclusive culture.
- Collaboration with experts and partner institutions to stay updated on global best practices.

(Linked to PSP: Learning, Leadership)

Policy Review

- Reviewed biennially or earlier if required.
- Conducted by the Pedagogical Leadership Team with input from teachers, students, parents, and the care department.
- Review process considers IEP data, feedback, and IB evaluation outcomes.
- Updated versions are communicated to the school community.

(Linked to PSP: Leadership, Culture)

References

- *International Baccalaureate Organization. Access and inclusion policy. (2018).*
- *International Baccalaureate Organization. The Guide to Inclusive Education: A Resource for Whole School Development.*
- *IBO. Guidelines for Developing a School Assessment Policy in the DP (2010).*

Effective Date: October 29, 2025

Next Review: October 2027

Approved By: Head of School

