



SCHOOL INCLUSION POLICY 2025 - 2026



Duroub Academy Inclusion Policy

Last Reviewed: November 2025

Our Vision

To cultivate creative, innovative, caring individuals and visionaries who empower and inspire each other, building a purpose-driven community that impacts the world positively and promotes global change.

Our Mission

To provide an outstanding educational experience that nurtures the potential within each individual through a spirit of collaboration and empathy, empowering our students with the necessary skills, knowledge, and values to create positive change in the world.

IB Learner Profile

Inclusion at Duroub Academy supports the development of the IB Learner Profile by nurturing learners who are open-minded, caring, principled, communicators, and reflective. Inclusive practices encourage respect for differences, empathy, and responsibility within the learning community.

Development of the Inclusion Policy

This policy was developed collaboratively by school leadership, IB coordinators, teachers, and support staff, informed by IB guidance on inclusive education and local legal requirements. Ongoing reflection, feedback, and review ensure that inclusion remains a living practice embedded in school culture.

Philosophy of Inclusion

Duroub Academy believes that every learner has the right to access meaningful learning opportunities and that learner variability is a natural and valued part of the learning community. Inclusion is viewed as a shared responsibility across the entire school community, with all members working together to support student learning and wellbeing.

In line with the IB philosophy, inclusion at Duroub Academy extends beyond special educational needs to include language background, learning preferences, cultural identity, and social-emotional wellbeing.

Purpose of the Policy

The purpose of this policy is to provide a clear framework for inclusive practices across the school, ensuring alignment with IB standards and local regulations. It supports coherence between inclusion, language, and assessment practices, while promoting student agency, wellbeing, and achievement for all learners.

Scope and Responsibilities

- School Leadership:
 - Ensure inclusive practices are embedded across the school
 - Allocate resources and provide professional development
 - Monitor compliance with IB and legal requirements
- IB Programme Coordinators:
 - Embed inclusion within curriculum planning and review
 - Support teachers in differentiation and inclusive assessment
- Teachers
 - Use differentiated instruction and assessment strategies
 - Identify and document learner needs
 - Collaborate with families and specialists
- Inclusion Specialists / Support Staff:
 - Provide targeted interventions and guidance
 - Support the development and monitoring of Individualized Learning Plans (ILPs)
- Parents and Guardians:
 - Share relevant information about their child
 - Collaborate in planning and reviewing support strategies

Principles Guiding Inclusive Practice

Inclusive practices at Duroub Academy are guided by:

- Equity and access
- Respect for diversity
- Collaboration and shared responsibility
- Flexibility and responsiveness to learner needs

Identification and Support of Learners

- Identification and Assessment

In alignment with the Assessment Policy, a variety of tools are used to identify learner needs, including observations, formative assessments, and diagnostic tools. Identification focuses on understanding how best to support the learner.

- Planning and Implementation

Where additional support is required, Individualized Learning Plans (ILPs) are developed collaboratively. Differentiation strategies are embedded within unit planning and classroom practice.

- Monitoring and Review

Student progress is reviewed regularly using formative and summative assessments. Support strategies are adjusted based on evidence and reflection.

Role of Language in Inclusion

In line with the Language Policy, inclusive practices at Duroub Academy value students' home languages and identities while supporting balanced bilingual development in Arabic and English. Scaffolding and targeted language support are used to ensure all learners can access the curriculum effectively. Language support is considered an integral part of inclusive practice, embedded within teaching and learning rather than treated as a separate intervention.

Role of Assessment in Inclusion

Assessment practices at Duroub Academy support inclusion by being differentiated and flexible, allowing students multiple ways to demonstrate their learning. Assessment for learning is used to guide instruction and provide appropriate support, while accommodations are made where needed without lowering expectations for student achievement.

Support for Diverse Learners

Duroub Academy provides support for:

- Students with special educational needs
- Arabic and English language learners
- Gifted and talented students
- Support may include in-class strategies, small-group interventions, enrichment opportunities, or targeted assistance.

Communication and Reporting

The school maintains open communication with families regarding student progress, support strategies, and next steps. Reporting reflects both achievement and growth, aligned with the Assessment Policy.

Professional Development

Ongoing professional development supports staff in implementing inclusive practices, including differentiation, assessment, and collaboration.

Policy Review

This Inclusion Policy is reviewed every two years by school leadership and IB coordinators to ensure continued alignment with IB standards, the Language Policy, the Assessment Policy, and the evolving needs of the school community.

References and Supporting IB Documents

This admission policy has been developed in alignment with the philosophy and requirements of the International Baccalaureate (IB), and is informed by the following key documents:

- IBO. (2025). Guidelines for Developing a School Language Policy. International Baccalaureate Organization.
- IBO. (2025). Learning and Teaching in the IB Programme Continuum. International Baccalaureate Organization.
- IBO. (2023). Access and inclusion policy. International Baccalaureate Organization.