



Mehr.e.Taban
International School

Inclusion Policy



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Inclusive Education Policy

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1. Introduction

Mehr-e-Taban International School (MIS) upholds the belief that inclusive education is fundamental to its mission of nurturing internationally minded, caring, knowledgeable, and principled learners. In line with the International Baccalaureate (IB) philosophy, MIS is committed to creating an inclusive environment where every student is respected, valued, and empowered to reach their full academic, social, emotional, and personal potential.

Inclusion is not a separate initiative but a school-wide responsibility and practice that acknowledges and values learner diversity in all its forms.

➤ MIS Statement of Purpose

At Mehr-e-Taban International IB School, we believe that education is a fundamental right and a powerful tool for personal and societal growth. Our commitment to inclusive education reflects our dedication to providing every student, regardless of their abilities, backgrounds, or learning needs, with equal opportunities to thrive academically, socially, and emotionally.

Inclusion is at the heart of our educational philosophy. We strive to create a learning environment where diversity is embraced, differences are respected, and every learner feels valued and supported. We recognize that students learn in unique ways and bring diverse perspectives that enrich our school community.

Our approach to inclusive education includes:

- **Personalized Learning:** Tailoring instruction to meet individual strengths and challenges, ensuring that all students can access the IB curriculum effectively.
- **Collaborative Support:** Engaging educators, specialists, families, and students in partnership to build comprehensive support systems.
- **Professional Development:** Continuously training our staff in inclusive practices and differentiated teaching strategies.
- **Accessible Environment:** Providing physical, technological, and emotional spaces that accommodate diverse needs.

Through these commitments, Mehr-e-Taban International School aims to nurture confident, empathetic, and lifelong learners prepared to contribute positively to an interconnected world.

Together, we champion a school culture where inclusion is not just an initiative but a lived value — one that empowers every student to reach their fullest potential.

2. Vision

To provide an inclusive and nurturing learning environment where every student is empowered to learn and grow through equitable access to quality education, differentiated support, and respectful engagement.

3. Guiding Principles

The policy is based on the eight inclusive education principles outlined by the IB:

1. Promoting equal access to the curriculum and learning opportunities.
 2. Affirming student identities and recognizing diverse backgrounds, languages, cultures, and experiences.
 3. Creating supportive learning environments that foster a sense of belonging and well-being.
 4. Ensuring learning is relevant and responsive to individual student needs and contexts.
 5. Collaborative planning and implementation among staff, students, and families.
 6. High expectations for all learners, regardless of individual challenges.
 7. Effective use of assessment to guide learning and provide constructive feedback.
 8. Commitment to ongoing professional development in inclusive practices.
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4. Aims and Objectives

Mehr-e-Taban aims to:

- Develop a culture of inclusion that celebrates diversity and promotes empathy and respect.
- Remove barriers to learning and participation.
- Equip staff with inclusive strategies through continuous professional development.
- Ensure that policies and practices support the equitable treatment of all learners.
- Foster collaboration among educators, learners, families, and the broader school community.

5. Scope of Inclusion

This policy applies to all members of the MIS community and acknowledges the diversity of learner profiles, including:

- Students with learning differences or disabilities
 - Gifted and talented learners
 - Students from different linguistic and cultural backgrounds
 - Students with social-emotional or mental health needs
 - Students experiencing trauma, displacement, or socio-economic challenges
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6. Legal Framework and Compliance

Mehr-e-Taban International School (MIS) recognizes the importance of adhering to all **local, national, and international legal requirements** related to inclusive education. The school's commitment to inclusion is guided by:

- **National Education Regulations** of the Islamic Republic of Iran regarding access to education for all students.

The National Education Regulations, which is a party to International treaties, emphasizes equal access to education and educational justice across regions and imposes obligations such as ensuring accessibility and non-discrimination. Equal access, opportunity and fairness for all children in education, regardless of gender, ethnicity, religion, physical ability, socioeconomic status, etc.

Iran is also a party to International treaties; The Convention on the Rights of the Child (CRC) International Covenant on Economic, Social and Cultural Rights (ICESCR). These require that education be available, accessible, acceptable, and adaptable to all children.

Iran has ratified the CRPD (Convention on the Rights of Persons with Disabilities) theoretically committing to inclusive education.

- **International conventions and agreements**, including the *United Nations Convention on the Rights of the Child (UNCRC)* and the *UN Convention on the Rights of Persons with Disabilities (CRPD)*.

The **United Nations Convention on the Rights of Persons with Disabilities (CRPD)** is the key international treaty that addresses **inclusive education**.

Article 24 – Education (CRPD)

Article 24 of the CRPD specifically addresses the right to **inclusive education** for persons with disabilities. Here are the key points:

Key Provisions of Article 24 (Inclusive Education):

- **Right to Education**
States Parties recognize the right of persons with disabilities to education without discrimination and on the basis of equal opportunity.
- **Inclusive Education System**
Countries must ensure an **inclusive education system at all levels**, and **lifelong learning**.
- **Equal Access**
Persons with disabilities must **not be excluded** from the general education system on the basis of disability.
- **Reasonable Accommodation**
States must provide **reasonable accommodation** to ensure effective education.
- **Support Within the General Education System**
Persons with disabilities should receive the **support required**, within the general education system, to facilitate their effective education.
- **Individualized Support**
Effective individualized support measures must be provided in environments that **maximize academic and social development**.
- **Teacher Training**
States must take measures to train education professionals on disability awareness and inclusive teaching methods.

Inclusive Education under the CRPD

Inclusive education is understood as:

- A **rights-based approach**, not charity or special treatment.
- Education in **mainstream schools**, not in segregated or special institutions.
- Based on **equal participation, non-discrimination, and full inclusion**.

➤ **Promoting Inclusive and Equitable Education**

International agreements aim to remove **barriers to education** based on gender, disability, ethnicity, or socioeconomic status.

➤ **UNESCO Convention against Discrimination in Education (1960)**

Prohibits discrimination in education and promotes equality of opportunity.

➤ **Convention on the Rights of Persons with Disabilities (CRPD), 2006**

Ensures **inclusive education** at all levels for people with disabilities.

• **IB Standards and Practices** on inclusion and equity.

The **International Baccalaureate (IB)** emphasizes inclusive education as a cornerstone of its mission to develop inquiring, knowledgeable, and caring young people. The **IB Standards and Practices** provide a framework that supports inclusive education across all IB programmes (PYP, MYP, DP, and CP).

1. Purpose – The school’s purpose is aligned with IB philosophy

Standard 1.1:

The school’s published statements of purpose align with the IB’s philosophy and support a commitment to inclusivity, access, and equity.

• **Practice 1.1.2:**

The school implements, communicates, and regularly reviews its commitment to inclusion, diversity, equity, and access.

2. Environment – The school implements, communicates, and reviews structures and systems that support the IB learning community

2.2 – Student Support

• **Practice 2.2.1:**

The school provides support for students with learning diversity, including those with special educational needs and gifted students.

- **Practice 2.2.2:**

The school ensures that the physical and virtual environments are accessible to all members of the school community.

- **Practice 2.2.3:**

The school provides resources and support to implement inclusive approaches to teaching and learning.

3. Culture – The school fosters a culture of learning that promotes inclusion and wellbeing

- **Practice 3.1.2:**

The school identifies and removes barriers to learning to support the full participation of all students.

- **Practice 3.1.3:**

The school develops and implements policies and procedures that are inclusive, equitable, and transparent.

4. Learning – Learning, teaching, and assessment effectively supports all students

- **Practice 4.1.2:**

Learning and teaching recognize and respond to the diverse needs of all students.

- **Practice 4.1.5:**

Teaching strategies are planned and implemented to remove barriers and provide access for all learners.

- **Practice 4.2.3:**

Assessment is inclusive and equitable and allows all students to demonstrate learning in a variety of ways.

- **Compliance Process**

To ensure compliance with these legal requirements, MIS:

1. **Policy Alignment** – Reviews all school policies, annually and practices to ensure they are consistent with IB standards, national laws and international conventions.
2. **Admissions Procedures** – Reviews case-by-case to guarantee equitable access; adaptations made where resources allow. Guarantees non-discriminatory access to education for all students, with adaptations made to meet identified needs.
3. **Monitoring and Reporting** – Reviews ILPs and student progress **termly** by SEN staff and Academic Department and communicated to parents. Regularly reviews

implementation of inclusion practices, reporting findings to school leadership and governing bodies.

4. **Professional Responsibility** – Requires all staff to be familiar with legal and ethical obligations regarding inclusion, supported by ongoing training. All staff receive **annual professional development** on legal and IB obligations regarding inclusion.
5. **Accountability** – Maintains clear procedures for parents, students, and staff to raise concerns if rights are not upheld, ensuring swift and transparent resolution. Parents, students, or staff may submit formal concerns through the school's grievance policy; outcomes documented and addressed within **15 school days**.

By embedding these processes, MIS ensures that its inclusive practices not only reflect IB philosophy but also **meet and exceed all legal obligations**.

7. Implementation Strategies

7.1 Admissions

- Admission is open to all learners whose needs can be met through available resources and support.
- No child is denied access based on ability, background, or previous educational history.

7.2 Curriculum Access and Differentiation

- Teaching and learning are differentiated to respond to diverse learning styles, interests, and readiness levels.
- The curriculum is designed to be flexible and accessible for all students.
- Adapt content, teaching methods, and learning outcomes to meet the diverse needs of all students.
- Provide scaffolding and challenge as appropriate to support student growth.
- All students (Kg and grades 1- 5) engage with the complete Programme of Inquiry.
- Support is embedded to ensure every learner participates in inquiry-based learning, allowing for varied interpretations and outcomes based on student readiness and interest.

Students with learning support requirements, as defined by the IB, may:

- Display difficulties or live with conditions that are a barrier to learning and therefore need particular teaching strategies for classroom management and effective education.

- Display a higher-than-average aptitude in one or more subjects that require adaptation and extension of the curriculum.
- Have the aptitude to meet all curriculum and assessment requirements, but require support to reach their full potential in learning and assessment
- Require support to access learning and teaching, including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

Meeting students' learning diversity in the classroom (Removing barriers to learning)

The aim is to:

- Challenge the use of diagnostic categories to remove obstacles to learning.
- Moving beyond the labels and the negative associations empowers students.

7.3 Equity and Assessment

Equity

At Mehr-e-Taban International School, **educational equity** is a foundational principle that guides all aspects of teaching, learning, and school operations. Equity is distinct from equality: while equality means treating every student the same, equity means providing each student with the specific resources and support they need to thrive, taking into account their diverse backgrounds, abilities, and circumstances.

Allocation of Resources

To ensure educational equity, the school commits to fair and intentional allocation of resources, including:

- **Instructional Support:** Students with learning differences or disabilities receive tailored support such as one-on-one instruction, differentiated learning plans, and access to learning support staff.
- **Material Resources:** The school provides assistive technologies, modified materials, and accessible learning tools to students who need them, ensuring that physical or cognitive challenges do not hinder access to the curriculum.
- **Human Resources:** Trained inclusion coordinators, special educators, counselors, and teaching assistants are strategically assigned to support students based on identified needs, ensuring that all learners have meaningful access to quality instruction.

Access to Opportunities

Equity is also reflected in how students access learning opportunities, extracurricular programs, and enrichment activities:

- **Inclusive Participation:** All students, regardless of background or ability, are encouraged and supported to participate in school-wide events, leadership opportunities, clubs, and academic competitions.
- **Flexible Pathways:** The curriculum allows for multiple pathways to success, recognizing that students learn in diverse ways. Modifications and accommodations ensure that students can meet learning goals through approaches that reflect their individual strengths and challenges.
- **Language and Cultural Responsiveness:** For multilingual learners or students from diverse cultural backgrounds, instructional strategies are adapted to ensure full access to the curriculum. Translation services, culturally relevant materials, and inclusive classroom practices are employed to foster belonging and understanding.

Assessment

- Assessment at MIS is inclusive, designed to accommodate diverse learning needs, and aimed at supporting student growth by providing meaningful and constructive feedback.
- Modified or alternative assessments may be used when necessary, ensuring alignment with IB expectations.
- Use of formative assessment to guide instruction and responsive teaching.
- Accommodations and modifications are made when necessary, while maintaining appropriate expectations.

Assessment and Its Connection to Inclusion Policy

Assessment plays a critical role in promoting and supporting inclusive education. Inclusion policy is centered on ensuring that all learners, regardless of their abilities, backgrounds, or needs, have equitable access to quality education. Assessment, when aligned properly, becomes a key tool in identifying needs, monitoring progress, and adapting instruction to support every learner.

Here's how assessment connects to inclusion policy:

1. Identifying Diverse Learner Needs

Inclusive education begins with recognizing that students learn in different ways. Assessments, particularly diagnostic and formative, help educators:

- Identify learning difficulties or special educational needs early.
- Understand students' strengths, learning preferences, and cultural contexts.
- Ensure that support strategies are tailored and appropriate.

➡ *Connection to policy:* Inclusion policies often mandate early identification and response to individual learning needs. Assessment enables this.

2. Differentiated Instruction and Adaptation

Assessment informs how teachers can adjust curriculum content, teaching methods, and classroom environments to accommodate diverse learners.

➡ *Connection to policy:* Inclusion policies promote the use of differentiated instruction, and assessment data is essential to implement this effectively.

3. Equity in Evaluation

Inclusive assessment practices aim to eliminate bias and provide fair opportunities for all learners to demonstrate their knowledge and skills. This may include:

- Using alternative formats (oral, visual, practical).
- Allowing extra time or assistive technology.
- Modifying tasks without altering learning objectives.

➡ *Connection to policy:* Inclusion policies require that assessments do not disadvantage learners with disabilities or those from marginalized backgrounds.

4. Ongoing Progress Monitoring

Regular formative assessments provide ongoing feedback, helping both teachers and students track learning progress and make necessary adjustments.

➡ *Connection to policy:* Policies emphasize continuous support and evaluation to ensure no student is left behind, and assessments are the mechanism for tracking this.

5. Student Voice and Empowerment

Inclusive assessment practices involve students in self-assessment and goal-setting, helping them become active participants in their learning journey.

➡ *Connection to policy:* Inclusion is not only about access but about participation and empowerment, which is supported through reflective and student-centered assessment.

6. Accountability and School Improvement

Assessment data at the school or system level helps monitor how inclusive education goals are being met and identify areas for improvement.

➡ *Connection to policy:* Inclusion policies often include accountability frameworks where assessment outcomes inform funding, resource allocation, and policy revision.

6.1 Support Services

- Individual Learning Plans (ILPs) are developed for students requiring additional support.
- Support within the school includes classroom accommodations, targeted instruction, and referrals to external specialists when needed.
- Collaboration among teachers, learning support staff, and counselors is essential in providing holistic support.

6.2 Well-being and Belonging

- The school promotes social-emotional learning, student voice, and a culture of care.
 - Anti-bullying and behavior management policies embody an inclusive and restorative approach.
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8. Roles and Responsibilities

School Leadership

- Develop and monitor inclusive practices and policies.
- Allocate resources to support inclusion.
- Lead the school's vision for inclusion and ensure its integration across programs.

Teachers

- Differentiate instruction and assessment to meet students' needs.
- Foster a classroom culture that values diversity and promotes inclusion.
- Identify students who need support and work collaboratively with specialists.
- Inclusion is embedded in collaborative planning structures (co-planning, co-teaching for the UOIs in PYP).

Inclusion Team and Counselors

- Detects, assesses and follows up the students' significant requirements; considering their intellectual ability, cognitive, mental and social status.
- Detects students with high IQ levels.
- Assesses the students with special educational needs and talents, introduces them to the counseling department, as well as offers professional consultation to the teachers and parents.
- Detects and evaluates the students with special needs, including Autistic, ADHD students, students with disabilities and the like.
- Provides guidance, intervention, and support for students with diverse learning needs.
 - Collaborates with teachers, students, and parents to create Individual Learning Plans (ILPs).
- Provides training and consultation to staff on inclusive strategies.
- Learning support specialists, EAL (SEN) teachers, counselors, and grade teachers collaborate regularly in PYP.

Parents/Guardians

- Collaborate with the school to support their child's learning.
- Share relevant information to help the school provide appropriate support.
- Participate in reviews and decision-making processes regarding their child.
- Participate in individual and group counseling sessions for parents, conducted in coordination with the Head of Counseling and the Educational Leadership Team.

Students

- Respect diversity and differences among peers.
- Take responsibility for their learning and support others in creating a positive school culture.
- Share their voice in shaping inclusive learning environments.

9. Professional Learning

- MIS ensures ongoing training in inclusive education for all faculty and staff.
 - Workshops and collaborative planning sessions promote shared understanding of inclusive strategies and IB expectations.
 - Staff are motivated to consistently evaluate and improve their inclusive practices.
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10. Monitoring and Evaluation

- Regular reviews of student progress and support strategies through ILP (Individual Learning Plan).
 - Feedback from students, staff, and parents informs improvements.
 - Annual policy review and updates based on current IB guidance and school needs.
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11. Review Cycle

This policy is reviewed every three years or sooner if needed due to updated IB requirements, feedback, or shifts in school demographics and resources.

Next Review Date: [Aug.2027/28]

Departments involved in support of inclusive Education Policy:

- **SEN Department:** Oversees Individual Learning Plans (ILPs), assessments, and accommodations.
As a department significantly monitoring the students' differentiations and requirements, it regularly communicates with the Academic Department for the students' feedback of evaluation, to track the students' needs. The SEN Coordinator and the team are in charge of the regular tracking of the students. The reporting will be documented by the SEN Coordinator and sent to the Academic Department.
- **Counseling Department:** Provides emotional and behavioral support; ensures safeguarding.

The head of the counseling Department and the team are in charge of tracking the students emotional, physical, mental needs, in classes, assessments and the school environment. The administrative Staff and the Academic Department are in close contact with the Counseling Department for identifying the students with special needs, the better tracking of the students and monitoring their needs, and also receiving the guidelines proposed by the counseling department in order to provide the best confrontation with the students by the whole community. The reporting will be documented by the Counselors and confidentially sent to the Head of School, School Principal and the Academic Department.

- **Health Department: Ensures medical and physical accessibility in line with regulations.** This Department is in close contact with the counseling Department, as well as the administrative and Academic Department to support the students, regarding their health needs. The Health Department Coordinator is in charge of the Department. The reporting will be documented by the Health Department Coordinator and sent to the Head of school, the School's principal and the Academic Department.
- **Teach-Enhanced Learning and Student Success Department (TLS) Department:** This Department as a one which supports the students with their gifted talents and abilities, will support the talented and motivate students and guide them to the national and International Festivals, Workshops, events and competitions. The Department is in close contact with the Academic Department in order to identify and support the gifted and motivated students.

Appendix:

Individual Learning Plan (ILP)

Academic Year:

Plan Start Date:

Next Review Date:

Section 1: Student Information

Full Name:

Student ID:

Grade Level:

IB Programme ☐ PYP / ☐ MYP / ☐ DP

Date of Birth:

Language(s) Spoken:

Homeroom Teacher:

ILP Case Manager:

Parents/Guardians Contact:

Section 2: Reason for ILP

Please check all that apply and describe in detail:

- ☐ Academic support
- ☐ Language acquisition (EAL/ESL)
- ☐ Behavioral/emotional support
- ☐ Social development needs
- ☐ Gifted/talented extension
- ☐ Medical/physical needs
- ☐ Learning differences (e.g., dyslexia, ADHD)

Description of Need:

Brief narrative describing the context, challenges, and teacher observations.

Language and Identity Inclusive Support in PYP

- ☐ Multilingualism is viewed as an asset and supported through inclusive language practices.
 - ☐ Students' home languages and cultural identities are respected and affirmed in the classroom.
 - ☐ Language support is integrated into classroom practice and tailored to individual needs.
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Section 3: Strengths and Interests

Academic Strengths:

What does the student do well (subjects, skills, attitudes)?

Interests and Motivation:

Hobbies, personal interests, preferred learning methods.

Section 4: Target Areas for Development

Area	Specific Concern or Challenge
Language & Literacy	e.g., difficulty with reading comprehension
Mathematics	e.g., struggles with abstract reasoning
Social-Emotional	e.g., anxiety in group settings
Behavior	e.g., frequent classroom disruptions
Executive Functioning	e.g., poor time management, task organization

Section 5: SMART Goals (Student-Specific)

Goal #	Target Skill or Outcome	Support/Strategies	Who is Responsible	Timeline

Section 6: Support Strategies and Accommodations

Area	Support Provided

Section 7: Student Voice and Reflection

Student reflections on their strengths, challenges, and learning goals (written or verbal).

Section 8: Monitoring and Review

Date	Review Notes	Progress Made	New Adjustments (if any)

Date	Review Notes	Progress Made	New Adjustments (if any)

Section 9: Signatures

Name	Role	Signature	Date
Student			
Parent/Guardian			
ILP Coordinator/Case Manager			
Homeroom/Subject Teacher(s)			

Supporting Documentation and Resources:

- International Baccalaureate Organization. (2025). The Primary Years Programme: From principles into practice.
- International Baccalaureate Organization. (2022). The IB guide to inclusive education.
- International Baccalaureate Organization. (2020). What is an IB education?
- United Nations Educational, Scientific and Cultural Organization. (2017). A guide for ensuring inclusion and equity in education.
- International Baccalaureate Organization. (2022). MYP: From principles into practice (Originally published 2014, updated August 2022).
- International Baccalaureate Organization. (n.d.). Meeting students' learning diversity in the classroom (Removing barriers to learning).
- "Learning diversity and inclusion in IB programmes" – Outlines principles and guidance.
- "Meeting student learning diversity in the classroom" – A practical guide for teachers.
- IB Access and Inclusion Policy – Offers detailed accommodations and support for students with special needs during assessments (especially relevant in the Diploma Programme).

