

INCLUSION POLICY

Múltiplo International School

At Múltiplo International School, our mission is to educate students to be active members of their community, with positive and thoughtful behavior, academic excellence, and fluency in English. This mission is guided by the school's core values of autonomy, responsibility, empathy, respect for individuality, creativity, and solidarity, which shape our educational philosophy and everyday practice.

In the Early Years and Elementary School, the Montessori approach provides the foundation for teaching and learning. In Middle School and High School, its principles continue to inform a student-centred educational approach that recognizes and responds to the diverse needs, learning pace, and learning profiles of all students.

We believe that every learner is unique and that learner diversity enriches our school community. We are therefore committed to creating an inclusive learning environment in which all students have equitable access to learning, meaningful participation in school life, and the opportunity to achieve their full potential.

This Learning Diversity and Inclusion Policy reflects the school's commitment to identifying and removing barriers to learning, recognizing learner variability, and providing the support necessary for every student to succeed. It is aligned with the mission and values of Múltiplo International School, the principles and requirements of the International Baccalaureate (IB), and current Brazilian legislation.

1. Guiding Principle

Based on the Montessori philosophy and IB's commitment to equity, our school understands inclusion as a continuous process of identifying and removing barriers—physical, social, pedagogical, and attitudinal—to ensure access, participation, and engagement for all learners.

In the Early Years and Elementary School, the Montessori approach provides the foundation for teaching and learning. In Middle School and High School, its principles continue to inform a student-centred educational approach that recognizes and responds to the diverse needs, learning pace, and learning profiles of all students.

2. Objectives

The objectives of this policy are to:

- Ensure equitable access, participation, and meaningful learning opportunities for all students.
- Promote equitable, student-centred teaching practices that respond to individual learning needs.
- Continuously identify and remove barriers to learning and participation.
- Foster an inclusive, respectful, and welcoming school culture.

3. Commitments and Procedures

3.1 Inclusion and Equity

- Value the presence, participation, achievement, and well-being of every student, regardless of their background, identity, or individual characteristics.
- Promote an inclusive curriculum that incorporates an anti-ableist perspective and prepares students to become responsible, respectful global citizens. Through teaching and learning, the school seeks to prevent, identify, and address prejudice, discrimination, and disrespect toward individuals and social groups, fostering a culture of equity, empathy, and belonging.

3.2 Identification and Monitoring

- Potential learning needs are identified through ongoing observations by teachers, supervisors, tutors, and the pedagogical leadership team.
- Student progress is monitored continuously through documented observations, assessment evidence, and regular pedagogical meetings. This process ensures timely communication with families and supports collaborative decision-making regarding appropriate interventions, accommodations, and learning support.

3.3 Differentiated Teaching and Learning

Differentiation guides planning, teaching, and assessment, based on the principle that all students should have equitable access to learning through strategies that recognize their individual strengths, needs, interests, and learning profiles.

Differentiation may include:

- Adapting teaching strategies and instructional approaches.
- Providing flexibility in learning activities, pacing, and timelines.
- Using a variety of instructional approaches (e.g., visual, auditory, and kinesthetic).
- Providing access to assistive technologies and other appropriate support resources, when required.

3.4 Learning Support

The school provides learning support through a collaborative model involving the Educational Coordinator, Student Advisor, and classroom teachers. Support is designed to promote equitable access to learning while fostering student autonomy and meaningful participation in school life.

Depending on each student's needs, support may include:

- Co-teaching, when appropriate.
- Instructional coaching and pedagogical consultation for teachers.
- Direct support for individual students, when needed.
- Collaboration with families and external specialists, when appropriate, to ensure a coordinated approach to student support.

3.5 Individualized Educational Plan (IEP)

The Individualized Educational Plan (IEP) is a flexible pedagogical tool used whenever appropriate to support a student's learning, regardless of the existence of a formal diagnosis. Its purpose is to identify and remove barriers to learning while promoting each student's academic, social, and emotional development.

Each IEP is developed collaboratively by the Educational Coordinator, Student Advisor, teachers, families, and, whenever appropriate, the student. The plan establishes SMART goals, which are:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

The IEP is reviewed regularly to monitor student progress, evaluate the effectiveness of the support provided, and make adjustments as needed.

3.6 Accessible Assessment

The school is committed to ensuring that assessment is accessible, fair, and meaningful for all students. Assessments are designed to provide equitable opportunities for students to demonstrate their knowledge, understanding, and skills.

When appropriate, assessment accommodations are implemented in accordance with each student's Individualized Educational Plan (IEP), while maintaining the integrity and intended learning outcomes of the curriculum.

3.7 Documentation and Monitoring

The school maintains formal documentation and institutional procedures to ensure continuity of support, confidentiality of student information, and compliance with Brazilian legislation and IB expectations.

These include:

- Student Observation Record (FOA): a semesterly record used to monitor students' academic, social, and emotional development.
- Tutoring Programme: regular one-to-one meetings between students and their tutors to provide academic guidance, monitor progress, and establish goals.
- Pedagogical Meetings: collaborative meetings in which teachers and the pedagogical leadership team review student progress, discuss learning needs, and plan appropriate support.
- Family Meetings: ongoing communication with families to share information, monitor student development, and collaboratively establish support strategies.
- Individualized Educational Plan (IEP): when appropriate, a structured document outlining individualized goals, accommodations, strategies, and monitoring procedures.
- School Educational Project (PPP): the institutional document that guides the school's educational philosophy and pedagogical practices, ensuring coherence across all programmes.
- Family and Student Handbook: the institutional guide that communicates school routines, expectations, policies, and procedures, including those related to inclusion and student support.

3.8 Recognizing Learner Variability

The school recognizes that inclusion is relevant to all students, regardless of whether they have a formal diagnosis or identified learning need. Every learner is unique and brings different strengths, interests, backgrounds, learning preferences, and challenges to the classroom.

Teaching and learning are therefore designed to recognize and respond to learner variability, ensuring that each student has equitable opportunities to participate, progress, and achieve their full potential.

3.9 Collaborative Culture

Inclusion is a shared responsibility across the entire school community. The school fosters a collaborative culture in which teachers, pedagogical leaders, students, families, and external professionals work together to identify and remove barriers to

learning, promote student well-being, and ensure equitable access to meaningful learning opportunities.

Collaboration is embedded in the school's daily practice through regular pedagogical meetings, collaborative planning sessions (PLCs), tutoring meetings, family conferences, and ongoing communication among all stakeholders.

3.10 Professional Learning

The school is committed to the continuous professional learning of its staff. Teachers participate regularly in workshops, pedagogical meetings, collaborative planning sessions (PLCs), and IB professional development focused on inclusive practices, differentiation, learner variability, language development, and student well-being.

Teachers are expected to implement inclusive, equitable, and student-centred teaching practices in accordance with the school's educational philosophy, Brazilian legislation, and the principles and requirements of the International Baccalaureate.

3.11 Supporting Multilingual Learners

The school is committed to ensuring that multilingual learners have equitable access to the curriculum, appropriate language support, and meaningful participation in all aspects of school life. In line with the school's Language Policy, all teachers share responsibility for supporting students' language development within their subject areas.

Support may include:

- Language support in context: adapting classroom language through the use of visual resources, graphic organizers, glossaries, sentence frames, and other scaffolding strategies to facilitate access to learning.
- Differentiated teaching and assessment: adapting learning activities, instructions, and assessment tasks, when appropriate, according to students' language proficiency while maintaining high academic expectations.
- Tutoring: individualized guidance provided through the school's tutoring system to support students' academic organization, language development, and successful integration into school life.

- Digital learning resources: providing access to learning materials through Google Classroom, allowing students to revisit content, review teacher feedback, and learn at their own pace.
- Social integration: encouraging active participation in collaborative learning, projects, extracurricular activities, and the wider school community to foster a sense of belonging.
- Partnership with families: maintaining ongoing communication with families to support students' linguistic, academic, and social development.

3.12 Confidentiality and Data Protection

The school is committed to protecting the confidentiality, privacy, and dignity of all students. Information related to students' learning, well-being, and support needs is treated responsibly and shared only with professionals directly involved in the educational process, in accordance with Brazilian data protection legislation (LGPD) and the school's safeguarding procedures.

To ensure confidentiality, the school adopts the following practices:

- Restricted access to information: documents such as the Student Observation Record (FOA), Individualized Educational Plans (IEPs), and pedagogical records are accessible only to the pedagogical leadership team and teachers directly involved with the student.
- Responsible information sharing: student information is discussed during pedagogical meetings in an ethical and professional manner, solely for the purpose of planning appropriate support and promoting student success.
- Secure institutional communication: communication with families and the sharing of student information take place through official school channels, including Agenda Edu, institutional email, and other approved communication platforms.
- Protected storage: physical and digital records are stored securely using controlled access procedures.
- Staff awareness: all teachers and staff members receive guidance regarding their responsibility to maintain confidentiality and handle student information ethically and professionally.

4. Inclusive Assessment

Assessment is an integral part of the learning process and is designed to provide all students with equitable opportunities to demonstrate their knowledge, understanding, and skills.

When appropriate, assessment accommodations may include:

- Adapted assessment tasks and formats.
- Additional time to complete assessments.
- Alternative ways for students to demonstrate their learning.
- Clear and accessible assessment criteria.
- Recognition of individual progress while maintaining the intended learning outcomes and academic standards of the curriculum.

Assessment accommodations are determined collaboratively and, when appropriate, are documented in the student's Individualized Educational Plan (IEP).

5. Monitoring and Student Support

Student development is monitored continuously through structured processes of observation, assessment, reflection, and collaborative decision-making.

Monitoring includes:

- Systematic classroom observation: ongoing observations conducted by teachers and documented through the Student Observation Record (FOA), which is reviewed and consolidated each semester.
- Collaborative pedagogical meetings: regular meetings in which teachers and pedagogical leaders review student progress, discuss learning needs, and agree on appropriate support strategies.
- Assessment data analysis: the use of institutional platforms, including the Sophia system, to monitor attendance, academic progress, and student achievement.
- Tutoring: regular one-to-one meetings between students and tutors to support academic planning, study organization, well-being, goal setting, and personal development.
- Partnership with families: ongoing communication through institutional platforms, meetings, and conferences to ensure a shared understanding of each student's progress and support needs.
- Review of support strategies: continuous evaluation of the effectiveness of the support provided, leading to adjustments in teaching, assessment, accommodations, and, when appropriate, the development or revision of the Individualized Educational Plan (IEP).

6. Alignment with Other School Policies

This policy is implemented in conjunction with the school's other institutional and IB policies, ensuring a coherent and consistent approach to teaching, learning, assessment, and student support.

- **Language Policy:** This policy works closely with the Language Policy to ensure that multilingual learners receive appropriate support to access the curriculum. Students who are developing proficiency in one or both languages of instruction (English and/or Portuguese), including those joining the school from different linguistic backgrounds, receive differentiated support through classroom scaffolding, language-sensitive teaching, tutoring, and ongoing monitoring of their language development.
- **Assessment Policy:** Assessment practices are designed to be accessible, equitable, and responsive to learner variability. When appropriate, accommodations are provided in accordance with the Assessment Policy and the student's Individualized Educational Plan (IEP), while maintaining the integrity of the intended learning outcomes.
- **Academic Integrity Policy:** Students receive the guidance and support necessary to understand and demonstrate academic integrity, with appropriate scaffolding according to their age, language proficiency, and learning needs.
- **Admissions Policy:** Admissions procedures ensure that students' academic, linguistic, and learning support needs are identified early so that appropriate planning and support can be provided from the beginning of their educational journey.

This policy is also aligned with the school's Educational Project (Projeto Político-Pedagógico – PPP) and School Regulations (Regimento Escolar), ensuring that inclusive practices are consistently reflected in the school's educational philosophy, organizational procedures, and daily operations.

Together, these policies provide a coherent framework that promotes student well-being, equitable access to learning, academic success, and the development of internationally minded learners.

These policies are reviewed collaboratively by the pedagogical leadership team to ensure alignment with the school's mission, educational philosophy, Brazilian legislation, and IB Programme Standards and Practices.

7. Roles and Responsibilities

The School

Múltiplo International School is responsible for:

- fostering an inclusive, safe, and respectful learning environment;
- identifying and removing barriers to learning and participation;
- providing differentiated teaching, appropriate accommodations, and learning support when needed;
- monitoring students' academic progress and well-being;
- promoting ongoing professional learning for staff on inclusion, learner variability, and differentiated practices;
- maintaining open communication with students, families, and external professionals, when appropriate.

Families

- Families play an essential role in supporting student learning and are expected to:
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- share relevant information regarding their child's learning, development, and well-being;
- maintain ongoing communication with the school;
- participate in meetings and collaborative planning when invited;
- support agreed strategies to promote the student's learning and well-being;
- encourage regular attendance, engagement, and independence.

Students

Students are encouraged to take an active role in their own learning by:

- participating actively in classroom learning and school life;
- communicating their learning needs and seeking support when appropriate;
- engaging in self-reflection and goal setting;
- respecting the diversity, dignity, and rights of others;
- taking increasing responsibility for their own learning, well-being, and personal growth.

8. Policy Review

This policy will be reviewed annually, or whenever necessary, to ensure continued alignment with IB requirements, Brazilian legislation, current educational research, and the evolving needs of the school community.

The review process will involve the DP Coordinator, the Educational Coordinator, the Student Advisor, school leadership, and teaching staff, with input from other members of the school community whenever appropriate.

9. Policy Development

This policy was developed collaboratively by:

- DP Coordinator
- Educational Coordinator
- Student Advisor
- Head of School
- Teaching Staff

The policy is reviewed periodically to ensure alignment with the school's educational philosophy, the International Baccalaureate (IB) requirements, current educational research, and Brazilian legislation.

10. References

International Baccalaureate

- International Baccalaureate Organization. (2020). *Programme Standards and Practices*.
- International Baccalaureate Organization. (2019). *Learning Diversity and Inclusion in IB Programmes*.
- International Baccalaureate Organization. (2021). *Language and Learning in IB Programmes*.
- International Baccalaureate Organization. (2022). *Diploma Programme: From Principles into Practice*.

Brazilian Legislation

- Constitution of the Federative Republic of Brazil (1988).

- Lei de Diretrizes e Bases da Educação Nacional – **LDB** (Law No. 9,394/1996).
- Lei Brasileira de Inclusão da Pessoa com Deficiência – **LBI** (Law No. 13,146/2015).
- Base Nacional Comum Curricular (**BNCC**).
- Lei Geral de Proteção de Dados – **LGPD** (Law No. 13,709/2018).
- National Policy on Inclusive Special Education.

School Documents

- Múltiplo International School Educational Project (PPP).
- School Regulations (Regimento Escolar).
- Language Policy.
- Assessment Policy.
- Academic Integrity Policy.
- Admissions Policy.
- Child Protection and Safeguarding Policy.