

## Inclusion Policy

**Reviewed Feb 2026**

Bucharest Beirut International School (BBIS) is committed to building an inclusive, equitable, and respectful learning environment in which all students are supported to achieve their full potential. Inclusion at BBIS is understood as a whole-school responsibility and a continuous process through which diversity is valued, barriers to learning are reduced, and all students are enabled to participate fully in academic and school life.

As our school promotes multicultural understanding and our community is a diverse one with people from different cultures, religions and backgrounds, we encourage our students to identify themselves as learners and be confident in accomplishing their aims inside and outside the classroom.

We follow the four principles of good practice the IB promotes in “*Learning diversity in the International Baccalaureate programmes: Special educational needs within International Baccalaureate programmes*” which are being illustrate in the diagram below:

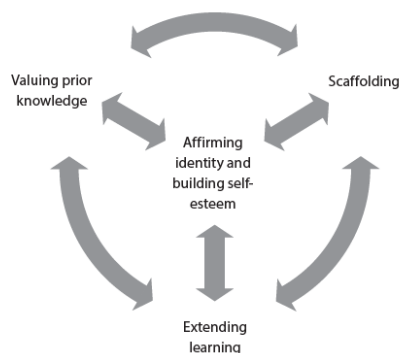


Figure 1  
Visual representation of the four principles of good practice in an IB SEN learning cycle

This policy applies to all students enrolled in the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), and to all staff, parents, and external professionals involved in supporting student learning and wellbeing. It encompasses inclusion, diversity, and neurodiverse needs, and is aligned with the philosophy and standards of the International Baccalaureate (IB).

BBIS welcomes and supports students regardless of race, ethnicity, nationality, language, religion, gender identity, sexual orientation, socioeconomic background, physical ability, learning differences, or neurodiversity. All students have the right to equitable access to education, appropriate support, and a safe and nurturing learning environment in which they feel respected, included, and valued.

Teaching, curriculum, and assessment practices at BBIS are differentiated to ensure that each learner can access the curriculum in a meaningful and empowering way. Teachers adapt instructional strategies and assessment methods to accommodate a wide range of learning styles, abilities, and needs, while maintaining high expectations for all students.

- **Curriculum Adaptation:** Teaching and assessment strategies are adjusted to accommodate a wide range of learning styles and needs.
- **Language Support:** Students who are learning English (or Romanian) as an additional language receive tailored instruction to promote fluency and confidence.

**Learning Support Services:** Students with learning differences or disabilities are given Individual Learning Plans (ILPs), designed collaboratively with teachers, specialists, and parents.

- **Staff Training:** Teachers and staff receive regular training in inclusive education, unconscious bias, and cultural responsiveness.
- **Zero Tolerance for Discrimination:** Any act of racism, xenophobia, homophobia, ableism, or religious intolerance is considered a serious disciplinary offense and will be handled according to the school's behavior policy.
- **Incorporate student's choice and voice**
- **Integrate cultural diversity through:** Celebration of multicultural holidays, use of culturally diverse materials in subjects like art, music, and social studies, use culturally responsive teaching, support multilingualism, encourage inclusive classroom discussions
- **Promote ATL skills**

## Assessment access

Arrangements in place include:

- extra time
- reader or scribe
- modified papers (large print, etc.)
- separate rooms
- use of assistive technology
- rest breaks

**Cultural diversity** is integrated across the curriculum through culturally responsive teaching practices, inclusive learning materials, multilingual support, and the celebration of multicultural perspectives and events. **Student voice and choice** are encouraged, and **Approaches to Learning skills** are explicitly promoted.

## Shared Responsibility

**School leadership** is responsible for ensuring that inclusive practices align with IB standards, allocating appropriate resources, and supporting professional development for staff. **Teachers** are responsible for implementing differentiated instruction and agreed support plans, monitoring progress, and maintaining regular communication with parents. Learning support staff guide the selection of strategies and assessment accommodations, document student needs, and support teachers in inclusive practice. **Students** are encouraged, in an age-appropriate manner, to understand their own learning profiles and to advocate for their needs.

BBIS is committed to the early identification of learning needs. Students may be identified through admission documentation, admission testing that considers prior knowledge and learning styles, teacher observations, diagnostic assessments, parent communication, and external professional evaluations or medical reports provided at enrolment. Early identification allows the school to respond proactively and provide appropriate support.

When a learning need or special educational need is identified, support is planned collaboratively and documented through Individual Learning Plans or Individual Education Plans, as appropriate. These plans outline specific strategies, accommodations, and targets, and are reviewed regularly to monitor progress and adapt support. Support measures may include differentiated instruction, flexible grouping, language support, assistive technology,



socio-emotional or counselling support, customised learning and assessment using visual communication or structured timetables, one-to-one assistance, or access to specialised learning units when required.

The school places strong emphasis on supporting neurodiverse learners and on recognising and building upon each student's strengths, interests, and passions in order to promote self-esteem and the joy of learning. Awareness training is provided for teachers to ensure flexibility, sensitivity, and openness towards diverse learners.

### **Parent and community involvement**

BBIS collaborates with parents as key partners in inclusive education. Parents are actively involved in the identification of needs, the development of support plans, and ongoing communication regarding student progress. When additional expertise is required, the school works in collaboration with Romanian agencies and international organisations.

In particular, BBIS collaborates with the association "Invingem Autismul" to support students on the autism spectrum. Through this partnership, specialised counsellors assess suspected cases and provide recommendations regarding appropriate therapeutic support and interventions, ensuring that students receive guidance tailored to their individual needs.

### **Inclusion and safeguarding**

BBIS recognises that students from marginalised or underrepresented groups may face increased vulnerability to exclusion, discrimination, or harm. Any form of discrimination, including racism, xenophobia, homophobia, ableism, or religious intolerance, is considered a serious breach of school policy and is addressed in line with the school's behaviour and safeguarding procedures. The safeguarding framework explicitly includes protections for students who may be at greater risk due to their identity, background, or learning needs.

This policy is reviewed regularly to ensure ongoing alignment with IB standards, Romanian legal requirements, and best practices in inclusive and special educational needs education.