



Stars College High School – Inclusion Policy

Academic Year: 2025 – 2026

Name of Policy	Inclusion Policy
Reviewed by	DP staff and coordinator, MYP coordinator, PYP coordinator, Head of School
Established Date	Oct.31, 2025
Date of next review	June,01,2026

Mission Statement:

Stars College aims to contribute to the formation of distinguished national personalities, equipped with administrative, scientific, social, historical, media, and educational capabilities. We strive to provide students with the necessary skills in modern languages and sciences, enabling them to keep pace with the technological revolution and the rapid flow of information through lifelong learning. We are also committed to fostering the values of ethical citizenship to ensure that our graduates are influential figures in society. Furthermore, we measure the success of our programs through rigorous evaluations to guarantee the desired positive impact.

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

- **Important Note:**

Stars College is currently a candidate school for the International Baccalaureate (IB) programmes (PYP, MYP, DP). All content below reflects the school's alignment with IB candidacy requirements and does not indicate official authorization at this time.



IB Vision Statement:

To cultivate a dynamic learning environment that empowers students to become innovative, ethical leaders and engaged citizens, equipped to navigate and contribute positively to a diverse and rapidly changing world.

Inclusion Philosophy:

At Stars College High School, we believe that inclusion is a fundamental human right and expression of social justice. Our inclusive learning environment respects and supports the unique strengths and needs of each student.

Policy Aim:

At Stars College, the aim of our inclusion policy is to ensure that every learner has equitable access to quality education. While the school may not be equipped to serve students with severe learning barriers, it is committed to supporting students with mild learning needs through tailored, student-centered accommodations. Inclusion at Stars College encompasses a comprehensive range of support services, including academic counseling, a child protection framework, language support programs, and a dedicated student support department. In cases of emergency, online learning is provided to maintain continuity of education. These provisions are reinforced through fair assessment practices and an inclusive admissions policy, ensuring that all students can participate fully and thrive within the school community.

Purpose

Stars College is committed to supporting students with mild learning needs by adopting a variety of student-centered approaches to learning. Any accommodations are granted following a thorough and confidential evaluation process to ensure fairness and appropriateness. These accommodations may include, but are not limited to, tailored arrangements that assist students within the classroom and, when necessary, extend to support provided outside of regular class settings.

Guiding Principles of Inclusive Education

- Valuing Learning Diversity as a community asset
- Shared Responsibility: All educators support all students
- Creating Affirmative Environments of safety and belonging
- Strengths-Based Approach to instruction and support
- Equal Opportunities for all learners
- Building on Prior Knowledge to connect learning
- Empowering Student Voice in decisions
- Fostering Success through appropriate challenge and support

Key Principles

- **Individualized Support** to meet specific needs
- **Collaborative Approach** involving students, teachers, parents, and specialists
- **Access to Curriculum** through differentiation in content, strategies and assessments as well.
- **Ongoing Assessment** to inform responsive teaching
- **Confidentiality** in handling student information

Inclusion in Admissions

While Stars College gladly accepts and selects students from all different backgrounds, students in the following categories are given priority:

- Siblings of current Stars College students.
- Children of Stars College faculty and staff.
- Children of Stars College alumni.
- International students.
- Students with mild to moderate learning support needs.

Child Protection:

Child protection is a vital priority at Stars College High School, as it is in schools worldwide. Child abuse and neglect are violations of a child's human rights, creating barriers to education and negatively affecting physical, emotional, and social development. The Stars College High School Child Protection Policy is grounded in international standards and the United Nations Convention on the Rights of the Child, to which Lebanon is a signatory, and it aligns with Lebanese law 422/2002.

Supporting for home Language (Arabic):

Stars College offers additional Arabic classes for students who were foreigners. To be eligible for the Supporting for home Language, a student must hold a foreign passport or obtain an exemption from the Lebanese Ministry of Education. Parents and guardians are responsible for securing this exemption. The main objective of the program is to provide students with additional support in developing their language skills and building confidence in Arabic.

Support for Special Needed Students:

Stars College offer students with mild learning difficulties previously diagnosed by therapist (psychologist, speech therapist...) with language support pull out sessions and extra activities for more engagement in learning. This support maybe in English Language or Arabic, according to the student's diagnosis.

Differentiation for students with learning difficulties can be in content, in activities, and in assessments as well.

Their portfolio must be yearly updated by the assigned therapist in cooperation with their parents, copy of the medical report must be kept with their direct supervisor.

Student Support Team (SST)

Stars College upholds the principle of inclusion and welcomes students with mild learning differences, provided they can meet the academic requirements of the educational programme with appropriate support, as outlined in this policy. The school has a Student Support Team (SST), comprised of support teachers and counselors (Phycologist, speech therapist), to provide specialized interventions and accommodations for students who require them. The SST applies approaches tailored to the age and level of each student.

As the need for learning support increases, Stars College aims to expand its programme accordingly. The SST may include learning support teachers, classroom teachers, and counselors, operating under the guidance of the school administration.

According to IB inclusion policy, “Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment. Access and inclusion must be considered when a learner is facing a long-term challenge.”

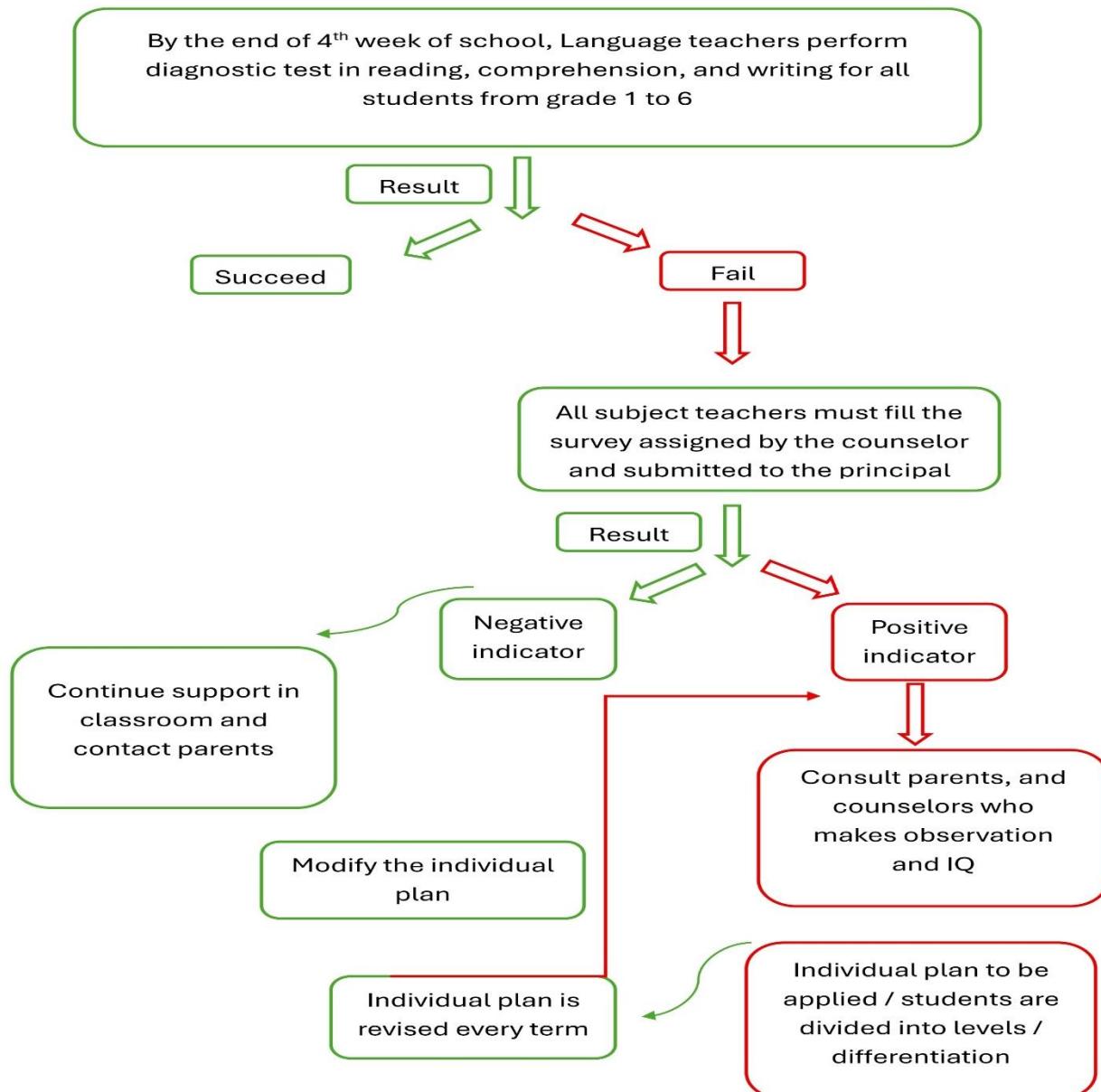
Student support may be necessary to promote access and inclusion in academic programmes and assessments due to:

- Additional language (first or best language is not the language of instruction).
- Medical conditions
- Social or emotional needs (new orphans/ divorced parents)
- External diagnoses that may impact learning (if needed)
- Movement and coordination
- Reading
- Speech and Language

All cases must be submitted along with supporting documents as evidence.

Referral Process

At Stars College, we recognize that exceptional learning needs may appear at any stage of a student's education. The chart below summarizes the process of inclusion follow-up.



Roles and Responsibilities

School Committee:

- Ensure policy compliance and resources
- Foster a culture of inclusion

Coordinators:

- Liaise between families and staff
- Oversee Individual Learning Plans (ILPs) and accommodations

Teachers:

- Differentiate instruction
- Participate in professional development

Parents/Guardians:

- Share documentation
- Participate in learning plans and reviews

DP-Specific Access and Inclusion Procedure

Purpose

This procedure ensures that all Diploma Programme (DP) students at Stars College High School are able to demonstrate their learning under fair, equitable, and consistent conditions. It reflects the IB philosophy of inclusive education, affirming that diversity is a strength and that all students have a right to access the IB curriculum and assessment.

1. Principles of Access and Inclusion

- Access arrangements are measures of equity, not advantage; they ensure fair assessment conditions without altering academic standards.
- Inclusion is guided by respect, empathy, and integrity, promoting dignity and independence for all learners.
- All actions must align with IB regulations, the Diploma Programme Assessment Procedures, and the school's Academic Integrity and Inclusion policies.
- Decisions are evidence-based and made collaboratively among the DP Coordinator, Inclusion coordinator, and subject teachers, ensuring consistency and fairness.

2. Identification and Documentation

- Students needing support are identified through teacher referrals, parent communication, diagnostic reports, or professional evaluations (medical, psychological, or educational).
- **Required documentation includes:**
 - A recent professional report (issued within the past two years).
 - Records of classroom performance and regular accommodations used.
 - Evidence of continuous support and monitoring within the school setting.
- **All information is treated as confidential and stored securely in accordance with IB data-protection principles.**

3. Decision-Making and Responsibilities

- The DP Coordinator submits formal access arrangement requests through IBIS within IB deadlines and ensures compliance with IB authorization.
- The Head of School guarantees policy enforcement and provides administrative approval and resources.
- The Inclusion Coordinator ensures that teachers apply approved arrangements consistently in instruction and assessment.
- Teachers record classroom accommodations and differentiate instruction as part of normal teaching practice.

4. Types of Access Arrangements (Detailed Overview)

Access arrangements are categorized into four main areas. Each arrangement must reflect the student's usual way of working and may be authorized by the school or the IB, depending on its nature and impact.

A. Arrangements for students with Learning or Processing Difficulties

Examples include:

- **Additional Time:** Up to 25% extra time (or more if approved) for written exams and internal assessments.
- **Use of a Computer / Word Processor:** For typing responses instead of handwriting, including spell-check disabled unless justified.
- **Reader / Reading Software:** Human or digital reader to read aloud exam text (excluding reading comprehension tasks).
- **Scribe or Speech-to-Text Software:** For students unable to write manually.
- **Modified Question Format:** Enlarged fonts, simplified layout, or alternative response format (e.g., typing instead of drawing).
- **Assistive Technology:** Screen readers, colored overlays, or audio prompts.

B. Arrangements for students with Physical, Sensory, or Medical Conditions

Examples include:

- **Rest Breaks or Supervised Breaks:** Timed or untimed breaks to manage fatigue, pain, or medication needs.
- **Separate Room or Special Seating:** Quiet or accessible environment.
- **Practical Support:** Laboratory or technical assistance for physical manipulation of materials.
- **Alternative Materials:** Large print.
- **Permission to Take Medication / Medical Equipment Use:** Oxygen, glucose monitoring, or physical aids permitted under supervision.
- **Modified Exam Papers:** Adapted layout, spacing, or contrast for visual impairment.

C. Arrangements for students with Language or Communication Needs

Examples include:

- **Access to a Translator or Dictionary:** For authorized bilingual learners (where allowed by IB).
- **Simplified Instructions or Clarified Vocabulary:** Provided orally before an assessment begins.
- **Extended Preparation Time for Orals or Presentations:** For language processing or anxiety-related difficulties.
- **Use of Visual Aids:** To assist communication clarity without changing content expectations.
- **Teacher Support for Command Terms:** Pre-teaching of command terms and scaffolding of exam language (during learning phase, not during exams).

D. Arrangements for Temporary or Emotional Conditions

Examples include:

- **Emergency Access Arrangements:** For students affected by short-term illness, injury, or trauma (e.g., broken arm, bereavement).
- **Rescheduling or Deferred Assessment:** Where justified by medical or compassionate grounds.
- **Use of a Scribe or Computer:** If the student cannot write due to temporary injury.
- **Psychological or Emotional Support:** Access to a counselor during high-stress assessment periods.
- **Reduced Assessment Load:** In exceptional cases, temporary modification of deadlines for internal tasks under IB approval.

5. Implementation and Monitoring

- All approved arrangements are documented in student files and shared confidentially with relevant teachers.
- The DP Coordinator ensures that the same accommodations are implemented during classroom work, internal assessments, and mock examinations.
- The student support team observes implementation, collects feedback from teachers and students, and reports outcomes to leadership.
- The list of approved students and corresponding arrangements is reviewed annually and updated as necessary.
- The school conducts internal audits to verify compliance with IB procedures and ethical standards.

6. Mechanisms for Supporting DP Teachers in Meeting Diverse Learning Needs

- **Professional Development:** Ongoing training on differentiation, inclusion strategies, and assistive technologies.
- **Collaborative Planning:** Scheduled meetings between teachers and the student Support Team to review progress and share strategies.
- **Instructional Resources:** Access to scaffolding tools, modified materials, and inclusive classroom checklists.
- **Classroom Support:** Co-teaching or observation from inclusion specialists.
- **Monitoring and Feedback:** Lesson observations and reflection logs focused on inclusive pedagogy.
- **Well-Being Collaboration:** Regular consultation with the school counselor regarding student emotional and motivational needs.

7. Communication with Stakeholders

- Parents/guardians are informed of the process, required documentation, and outcomes of access arrangement requests.
- Students are guided on their responsibilities and the proper use of accommodations.
- All communications are handled respectfully, transparently, and confidentially.

Learning Support Plan

Stars College is committed to providing a strong and up-to-date learning support program, guided by qualified staff who assist students with exceptional learning needs. The school strives, within its available resources, to help every learner reach success and achieve excellence across academic and social domains.

- Teachers and administrators at Stars College take responsibility for identifying learning differences early and working in partnership with families to create appropriate support strategies.
- The school acknowledges that every learner comes with unique strengths and challenges. It is the duty of staff to help each student realize their potential while upholding the high standards of the school.
- Continuing to retain a student who consistently struggles to meet program requirements is not in the student's best interest and may hinder growth.
- Faculty and administrators commit to providing parents with clear, honest, and realistic evaluations of their child's capacity to succeed within the increasingly challenging program offered by Stars College.
- Beyond the lower levels, students with previously identified learning differences are expected to have received appropriate remediation or to have developed coping strategies that will enable them to continue advancing successfully alongside their peers.

Support for Additional Language Learners (Arabic-English)

- 25% extra time for exams
- Reader or reading software
- Word processor with spell-check
- Listening comprehension accommodations

- As the primary mother tongue, Arabic support is integrated into learning to ensure students can develop academic fluency in English while maintaining their linguistic and cultural identity.

Implementation and Communication

- Policy reviewed annually by the Inclusion Committee
- Shared with staff during IB collaboration time
- Published on the school's website
- Teacher professional development (PD) on inclusive and differentiated practices

Feedback from students, parents, and teachers is integrated to ensure continuous improvement and alignment with IB values.

8. Review and Evaluation

- The policy and procedures are reviewed annually by the DP Coordinator, student support team, and the head of the school.
- Feedback from teachers, students, and parents is analyzed to enhance inclusion practices.
- Updates are aligned with the latest IB publications: Access and Inclusion Policy, Assessment Procedures, and Programme Standards and Practices.