CISA
Cedars International School of Angola

CISA Inclusion Policy

"Every Learner Matters, Every Challenge Has a Response"

1. Philosophy and Vision

Cedars International School of Angola (CISA) embraces an inclusive philosophy that ensures all students, regardless of learning differences, backgrounds, or needs, have equitable access to meaningful learning experiences. In line with the principles of the International Baccalaureate (IB) and CISA's internal values, we commit to developing inclusive practices that support all learners to grow intellectually, socially, emotionally, and ethically.

We believe diversity is a strength and that inclusive education empowers learners to reach their full potential. Our approach is framed by our Assessment Policy, which recognizes varied student profiles and learning pathways, and is supported institutionally by the CISA Care Center (CCC), a dedicated department that provides specialized support services.

2. Scope of the Policy

This policy applies to all stakeholders at CISA:

- Students across PreK–12, including IBDP candidates
- Teachers and academic coordinators
- Administrative and pastoral care staff
- CCC specialists
- Parents and guardians

3. Definition of Inclusion at CISA

Inclusion at CISA means:

- Ensuring students with special educational needs (SEN), learning difficulties (e.g., dyslexia, ADHD), social-emotional challenges, or psychological diagnoses receive targeted support
- Providing differentiated instruction and assessment aligned with the IB's principles of inclusive education
- Promoting access, participation, and success for all learners
- Valuing students' unique talents, learning profiles, and contributions to the school community

CISA
Cedars International School of Angola

4. Role of the CISA Care Center (CCC)

The CCC is a multidisciplinary department composed of psychologists, special education experts, and learning support professionals. Its core functions include:

- Conducting psychoeducational assessments and receiving external diagnostic reports
- Collaborating with teachers to create individualized support plans
- Offering in-class support, parallel classes, and after-school reinforcement (as outlined in the C2 classification in the Assessment Policy)
- Providing direct support to C3-level students, who have significant learning differences (e.g., ASD, short-term memory disorders)
- Supporting inclusive practices through parent education and regular team meetings
- Serving as the school's liaison with external therapists and medical professionals

5. Inclusive Practices in the Classroom

To ensure successful inclusion, teachers are expected to:

- Implement differentiated teaching strategies
- Provide alternative forms of assessment and extended time when needed
- Maintain ongoing communication with the CCC team
- Respect the confidential nature of student needs
- Encourage a growth mindset and inclusive language in class

Support strategies are co-designed with CCC professionals and reviewed regularly, particularly for C2 and C3 students.

6. Inclusion in the IBDP

CISA's IBDP program follows IB's guidelines for inclusive assessment access. Students with recognized needs may be granted assessment accommodations such as:

- Additional time during exams
- Use of assistive technology
- Modified task formats
- Access to a reader or scribe, where applicable

These accommodations are documented and requested through the IB's "access and inclusion" procedures. The CCC collaborates with the IBDP Coordinator to ensure timely submission and justification to the IB Organization.

CISA
Cedars International School of Angola

7. Parental Role and Transparency

Parents play a vital role in the success of inclusive education. CISA expects:

- Full transparency regarding a child's learning needs during and after the admission process
- Submission of valid documentation from psychologists or therapists
- Collaboration with the CCC and academic teams
- Understanding that CCC support is not clinical therapy, but educational assistance
- Respect for the school's assessment and classification system (C1, C2, C3)

Parents are informed that CCC services may incur additional fees and are subject to contractual agreements that clearly define roles, responsibilities, and limitations.

8. Policy Implementation and Review

- Inclusion is part of our strategic development plan and regularly evaluated.
- The policy is reviewed annually by the academic board, CCC leadership, and IB coordinators.
- Training for staff on inclusive practices is ongoing and required.

9. Access and Participation

CISA ensures that:

- All school activities, trips, and events are inclusive and accessible
- Students with special needs are fully integrated into the school community
- Reasonable accommodations are made to support participation and achievement

10. Professional Developmen

All staff receive regular training on inclusive teaching strategies, special education needs (SEN), and child protection to support effective and empathetic teaching practices.

11. Policy Compliance

This policy complies with the laws of the Republic of Angola and the principles of international accrediting bodies. CISA promotes inclusion as a core pillar of its educational philosophy and strategic development.

12. Final Statement

CISA upholds the IB's mission to develop caring, knowledgeable young people who help to create a better world. Inclusion is not an exception, it is the norm. Our inclusive policy, together with the CCC and assessment framework, ensures every learner is given the support and dignity they deserve to succeed academically and socially.