

Inclusion Policy

2026–27 | TSS-CUR-05

Scope	Whole school: KG1–Year 13
Policy owner	Head of School
Operational lead	Relevant school lead / IB DP Coordinator
IB alignment	Culture 5 (0301-02)
Review cycle	Annual

IB Mission

“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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The Sultan's School Mission Statement

“The Sultan's School is a co-educational school offering a bilingual Arabic-English education from early childhood to pre-university. The school seeks to provide a broad and balanced education to the highest quality which reflects and strengthens the Omani and Islamic culture while encouraging an international perspective and developing critical, creative thinking in its students.”

IB Learner Profile

The IB learner profile aims to develop learners who are:

Inquirers	Knowledgeable
Thinkers	Communicators
Principled	Open-minded
Caring	Risk-takers
Balanced	Reflective

Assessment at TSS is grounded in the school's educational mission and aligned with the philosophy and principles of the International Baccalaureate.

1. Purpose and school context

This is a whole-school policy for The Sultan's School (TSS), applying from KG1 to Year 13. TSS is a bilingual Arabic-English school in the Sultanate of Oman. Its educational model combines Omani national requirements with international curricula and seeks to provide a broad and balanced education that strengthens Omani and Islamic culture and identity while developing international-mindedness, academic excellence, leadership, service and lifelong learning.

The policy is designed to operate coherently across the school's phases: Early Years; Primary; Middle School (Years 7–9); IGCSE (Years 10–11); and the IB Diploma Programme (Years 12–13). Where an examination board, the International Baccalaureate, or the Ministry of Education sets a specific requirement, that requirement takes precedence for the relevant programme.

2. Vision and principles

- Learner variability is expected and planned for.
- Every student is entitled to dignity, belonging, appropriate challenge and meaningful participation.
- Inclusion is broader than SEND and may include language, disability, learning difference, exceptional ability, health, wellbeing, transition or temporary circumstances.
- Inclusion does not mean lowering standards; it means reducing barriers so that students can demonstrate learning fairly.
- Student voice and family partnership are important in planning support.
- Confidential information is shared only with those who need it to support the student safely and effectively.

3. Whole-school identification and provision

Needs may be identified through admissions, teacher observation, assessment data, screening, student or parent concern, language information, counselling, medical evidence or specialist assessment. TSS uses a graduated approach: identify the barrier; gather evidence; plan and implement support; monitor impact; and review.

- High-quality differentiated classroom teaching and appropriate universal design.
- Targeted learning or language support.
- Student profiles or support plans identifying strengths, barriers, strategies and responsibilities.
- Pastoral and counselling support.
- Reasonable adjustments to learning environments and internal assessments.
- Extension and enrichment for highly able learners.
- Transition planning between phases and programmes.
- External specialist assessment or advice where appropriate and agreed.

Inclusive access arrangements are individualised and based on the principle of optimal support. They should be implemented as soon as a need is identified, applied consistently throughout learning and teaching, including formative assessment, and monitored and reviewed as the student's needs develop.

Once a student has been admitted, TSS accepts responsibility for providing appropriate access to learning and teaching in accordance with the student's identified needs and the school's agreed provision.

3.1 Early Years and Primary

Early identification focuses on development, communication, language, literacy, numeracy, social-emotional development and access to classroom learning. Support should be developmentally appropriate and should build independence rather than dependence.

3.2 Middle School

As subject specialisation increases, student profiles and agreed strategies should be accessible to relevant teachers. Transition planning should anticipate the assessment and curriculum demands of IGCSE.

4. IGCSE-specific provisions

For Years 10–11, support must take account of examination-board rules. Access arrangements should reflect the student's normal way of working and should be supported by appropriate evidence. The Examinations Officer, Inclusion team and relevant leaders coordinate applications, deadlines and implementation. Adjustments must not change the skill or knowledge being assessed or create an unfair advantage.

- Students should be identified early enough for evidence and normal ways of working to be established.
- Teachers should use approved arrangements consistently in relevant internal and mock assessments where appropriate.
- Coursework or non-examined assessment support must remain within the assistance permitted by the relevant specification.
- Families will be informed that the school cannot guarantee an arrangement that requires external approval.

5. IB Diploma-specific provisions

For DP students, inclusive access arrangements are implemented in accordance with current IB policy. The purpose is to remove or reduce barriers while preserving the construct and integrity of assessment. The DP Coordinator is responsible for IB requests and for ensuring approved arrangements are implemented accurately.

- Evidence must meet current IB requirements and should normally demonstrate the student's established way of working.
- Teachers provide evidence of classroom practice and implement agreed arrangements in learning and school assessment.
- Access arrangements do not compensate for lack of subject knowledge or provide an academic advantage.
- Adverse or unforeseen circumstances are handled separately under current IB procedures where applicable.

Arrangements used for IB assessment should normally reflect the student's established experience and usual way of working during learning and teaching; arrangements requiring IB authorization cannot be guaranteed until approved by the IB.

6. Language and inclusion

Because TSS is bilingual, developing proficiency in Arabic or English must not be mistaken automatically for a learning difficulty. Equally, multilingualism must not obscure an underlying learning need. Language and Inclusion staff should collaborate when the source of a barrier is unclear.

7. Responsibilities

- Head of School: strategic oversight, resourcing and accountability.
- Inclusion lead/team: identification, plans, interventions, records, external liaison and staff guidance.
- Phase leaders, IGCSE/DP Coordinators and Examinations Officer: programme-specific compliance and transition.
- Teachers: know student profiles, use agreed strategies, differentiate and provide evidence of normal ways of working.
- Students: contribute to planning, use strategies and develop self-advocacy.
- Parents: share relevant information and collaborate with the school.

Monitoring, communication and review

The policy will be communicated through staff induction and professional learning, student and parent guidance, relevant handbooks and the school website or parent portal as appropriate. Implementation will be monitored through school data, quality assurance, stakeholder feedback and review of cases. The policy will be reviewed annually and earlier where changes to Omani requirements, examination-board regulations, IB requirements or school practice make this necessary.

Related policies and documents

- Safeguarding and Child Protection Policy
- Behaviour / Student Conduct Policy
- Teaching and Learning Policy
- Access and Admissions Policy
- Assessment Policy
- Language Policy
- Academic Integrity Policy
- Complaints and Appeals procedures
- Data Protection / Acceptable Use of Technology guidance
- Current examination-board regulations and subject specifications
- Current IB programme documentation and procedures

Reference base

- IB Programme standards and practices (Culture through policy implementation, 0301).
- Current IB Access and inclusion policy and relevant Diploma Programme assessment procedures.
- The Sultan's School published curriculum and programme information.
- Applicable Ministry of Education requirements in the Sultanate of Oman.