

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help 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 international education programmes and rigorous assessments. These programmes encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

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## **Our Mission**

To act with professionalism and commitment in the development of ethical individuals capable of creating solutions to face life's challenges.

Escola Crescimento has a strong presence in the local educational landscape, contributing to the development of children and young people with an international mindset, prepared to act as global citizens. Our educational practices are engaging, innovative, and committed to the holistic development of students, promoting an education that is connected to the real world.

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## **Introduction – Inclusion Policy**

At Escola Crescimento, our school policies align with the IB's philosophies, standards, and practices. The primary objective of these policies is to reflect the values of the IB Mission and Learner Profile. Inclusion is at the heart of our philosophy. As a PYP Candidate School, we are committed to fostering an environment where every student is empowered to reach their full potential, regardless of background, abilities, or learning needs.



We believe that diversity enriches our learning community and provides a strong foundation for global citizenship. Our Inclusion Policy reflects our dedication to ensuring that every child has access to the opportunities and support they need to succeed. We embrace the IB mission to develop inquiring, knowledgeable, and caring young people, and we strive to create a learning environment that values and respects individual differences.

The importance of acknowledging differences among people is clearly highlighted in the IB Mission Statement, which emphasizes encouraging “students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

This document communicates to all stakeholders—parents, students, teachers, and administrators—the expectations for creating and maintaining an inclusive educational environment. Inclusion is an ongoing process that seeks to increase access and engagement in learning for all students by identifying and removing barriers. Barriers may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching, and assessment. Access and inclusion must therefore be carefully considered, especially when a learner faces long-term challenges. Primary barriers that impact learning may include additional language needs, cultural variations, hearing, intellectual exceptionalities, movement and coordination difficulties, medical conditions, mental health, numeracy, processing, reading, seeing, social-emotional needs, speech and language, and writing. Often, these primary barriers are accompanied by secondary barriers, which must also be taken into account when planning teaching, learning, and assessment.

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## **Operational Approach to Inclusion**

At Escola Crescimento, ensuring inclusion is a whole-school commitment. Our approach integrates classroom strategies, specialized support, collaboration with families and external professionals, and ongoing monitoring to guarantee equitable access to learning for all students.

A key element of our inclusive practice is the presence of class helpers in the classroom. Class helpers provide individualized support during learning activities, assisting students who need help with comprehension, participation, or the use of learning materials. They work closely with teachers to ensure that each student can engage meaningfully with the curriculum and benefit from inquiry-based learning experiences.

The school has a designated Inclusion Coordinator, who oversees the implementation of the Inclusion Policy, monitors student progress, and coordinates all support services. The Inclusion Coordinator works collaboratively with teachers, therapists, and families to develop individualized learning plans, adapt instructional approaches, and ensure that both primary and secondary barriers are addressed. This role also ensures that teaching practices are aligned with the IB philosophy, emphasizing inquiry, agency, and holistic development.

Collaborative work with children's therapists—such as speech-language therapists, occupational therapists, and educational psychologists—is an integral part of our inclusion strategy. Therapists contribute to planning individualized approaches, adapting materials, and guiding teachers on best practices for supporting specific learning needs. This collaboration ensures that interventions are consistent, targeted, and responsive to each student's profile.

In addition to external support, teachers use adapted approaches, strategies, and worksheets to meet diverse needs. Lessons are differentiated by content, process, and product to accommodate students' varying levels of readiness, interests, and learning profiles. Multisensory activities, visual supports, simplified language, and technology-assisted tools are routinely employed to facilitate comprehension and participation. All





learning resources are carefully reviewed to remove barriers and promote engagement for every learner.

Communication with families is another cornerstone of our inclusive practice. Teachers and the Inclusion Coordinator provide regular reports to parents, detailing each child's progress, achievements, and strategies being implemented. These reports include recommendations for support at home and encourage active family involvement in the learning process. By maintaining transparent and ongoing communication, families are partners in fostering inclusive learning environments.

Finally, in accordance with IB assessment principles, all students are provided opportunities to demonstrate their learning under conditions that are as fair as possible. Access arrangements are applied consistently in teaching and learning so that assessment outcomes reflect each student's true abilities. This includes accommodations for language, cognitive, physical, or social-emotional needs, always ensuring that students can engage meaningfully with the curriculum and demonstrate their understanding.

Through these measures—classroom support, coordination, collaboration with therapists, adapted strategies, family engagement, and fair assessment practices—Escola Crescimento actively fosters a culture of inclusion. Our commitment is to ensure that every student, regardless of their abilities or background, has equitable access to learning, opportunities to thrive, and the support necessary to become an inquiring, knowledgeable, and caring global citizen.

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## Conclusion

Inclusion at Escola Crescimento is not a one-time initiative but a **continuous commitment**. By embracing diversity in all its forms—linguistic, cognitive, physical, socio-emotional, and cultural—we ensure that every student is valued, supported, and empowered to reach their full potential. Our approach

*Juntos, para todos os futuros.*

integrates classroom practices, individualized support, collaboration with therapists, active family engagement, and alignment with IB principles, creating a learning environment where all students can thrive. Inclusion is fundamental to our mission of developing inquiring, knowledgeable, and caring young people who are prepared to contribute meaningfully to a global society.

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## **Community Involvement and Policy Review**

The implementation of this Inclusion Policy is a **shared responsibility of the entire school community**. Teachers, class helpers, inclusion coordinators, therapists, families, and administrators all collaborate to identify barriers, implement strategies, and monitor progress. Regular communication and teamwork ensure that each student receives the support they need while maintaining high expectations for learning and personal growth.

To ensure its continued effectiveness and alignment with best practices, the Inclusion Policy will be **reviewed annually** by the leadership team, the Inclusion Coordinator, and relevant stakeholders. This review will consider emerging research, IB updates, feedback from teachers and families, and the evolving needs of students. Adjustments will be made as necessary to strengthen the policy, reinforce inclusive practices, and ensure that Escola Crescimento remains a school where all learners can thrive in a supportive and equitable environment.