

2026



# Al Zahra College

## PYP Inclusion Policy

Reviewed March 2026





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## **Rationale**

This Inclusion Policy has been developed to ensure that all students at Al Zahra College have equitable access to learning, participation, and achievement within the Primary Years Programme. The policy provides a clear framework for identifying and removing barriers to learning, promoting student wellbeing, and ensuring that every learner receives appropriate support and challenge. In alignment with the philosophy and standards of the International Baccalaureate Organization, the policy guides the school in creating an inclusive culture where diversity is valued, individual needs are recognised, and all students are empowered to reach their full potential academically, socially, and emotionally.

## **Purpose of the Policy**

The purpose of this policy is to ensure equitable access to the PYP curriculum for all students and to provide clear guidance on the structures, systems, and responsibilities that support inclusion at Al Zahra College. It reflects the school's commitment to creating a positive and inclusive culture, as outlined in the IB Standards and Practices under Culture 2. The policy also supports ongoing reflection and development to ensure that inclusive practices remain effective and responsive to student needs.

## **Definition of Inclusion**

Inclusion at Al Zahra College is understood as an ongoing process that seeks to increase access, participation, and engagement for all learners by identifying and removing barriers to learning. This approach recognises that students have diverse needs, including those related to learning support, disabilities, language development, and social or emotional wellbeing. The school also acknowledges that students with high potential or particular strengths require appropriate challenge and support to fully develop their capabilities.

## **Implementation and Review**

Al Zahra College implements this inclusion policy across all PYP classrooms, ensuring that inclusive practices are embedded within inquiry-based teaching and learning. The policy is actively communicated to all members of the school community and is reviewed annually to ensure continued alignment with IB expectations and the evolving needs of students. The review process involves analysing student progress data, gathering feedback from teachers, students, and parents, and considering relevant IB publications to ensure best practice.

## **Legal Requirements and Compliance**

The school complies with all relevant legal requirements related to inclusion and education. This includes adherence to the Disability Discrimination Act (1992), the Disability Standards for



Education (2005), and the Australian Education Act (2013), including participation in the Nationally Consistent Collection of Data. The school has established clear structures and processes to ensure compliance, including the role of the PYP Coordinator, the inclusion or learning support team, and the development and implementation of Individual Education Plans. These processes involve systematic identification, assessment, planning, implementation, and ongoing monitoring to ensure that all students receive appropriate support.

## **Rights and Responsibilities**

Al Zahra College recognises that inclusion requires clarity around the rights and responsibilities of all members of the school community. Students have the right to access a challenging and inclusive PYP curriculum, to receive appropriate support and adjustments, and to learn in a safe and respectful environment where their voice is valued. They are expected to actively engage in their learning, respect others, and seek support when needed. Teachers are responsible for designing and delivering differentiated, inquiry-based learning experiences, using assessment to inform teaching, and collaborating with colleagues and families to support all learners. School leadership is responsible for ensuring that the policy is effectively implemented, that staff are supported through professional development, and that resources are allocated appropriately. Parents and guardians play an important role by sharing relevant information about their child, engaging with the school, and supporting learning and wellbeing.

## **Identification and Support**

### **Identification**

Students who may require additional support are identified through a range of processes that include teacher observations, assessment data, communication with parents, external specialist reports, and, where appropriate, student self-advocacy. This multi-faceted approach ensures that student needs are recognised early and addressed effectively.

### **Continuum of Support**

The school provides a continuum of support to meet the diverse needs of learners. At the universal level, all students benefit from differentiated classroom instruction designed to meet a range of learning needs. For students requiring additional support, targeted interventions are provided through small group work or specific strategies. Where necessary, highly individualised support is implemented through Individual Education Plans, ensuring that each student's needs are addressed in a structured and personalised way.

### **Support Structures**

Support at Al Zahra College is provided through a variety of structures that are responsive to student needs. These include differentiated teaching within the classroom, collaborative co-teaching approaches, and the development of Individual Education Plans. Additional support may be provided through behaviour or wellbeing plans and through collaboration with specialists such



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as psychologists or speech therapists. The goal of these structures is to ensure that all students can access and engage with the curriculum meaningfully.

## **Inclusive Teaching and Learning in the PYP**

Teaching and learning at Al Zahra College are grounded in the principles of the Primary Years Programme, which emphasise inquiry-based and concept-driven learning. Teachers design learning experiences that are flexible and responsive, differentiating content, process, product, and the learning environment to meet the needs of all students. Student agency is encouraged, enabling learners to take an active role in their learning, make choices, and reflect on their progress. A variety of teaching strategies and grouping arrangements are used to ensure that all learners are supported and challenged appropriately.

## **Assessment and Inclusion**

Assessment at Al Zahra College is ongoing, varied, and designed to be inclusive of all learners. Teachers use formative and summative assessment strategies to monitor progress and inform teaching. Adjustments to assessment are made where necessary to ensure accessibility and fairness, and these adjustments are consistent with classroom practices. Student progress is carefully documented and regularly communicated with parents to ensure transparency and shared understanding.

## **Roles and Responsibilities**

The successful implementation of inclusion at Al Zahra College depends on collaboration among all members of the school community. The inclusion or learning support teacher plays a key role in supporting students' academic, social, and emotional development, developing and monitoring Individual Education Plans, and working closely with classroom teachers. Classroom teachers hold primary responsibility for all learners in their class and are expected to differentiate instruction and implement agreed strategies. The PYP Coordinator ensures that practices align with IB expectations and supports staff in developing inclusive teaching approaches.

## **Partnerships with Families and Specialists**

Al Zahra College values strong partnerships with families and external specialists as an essential component of effective inclusion. The school maintains ongoing communication with parents and caregivers to share information, monitor progress, and ensure consistency of support. Where necessary, external professionals such as psychologists, therapists, and medical practitioners are involved to provide additional expertise and guidance.



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## Communication of the Policy

The inclusion policy is communicated clearly to the school community and is accessible to all stakeholders. It is available on the school website and shared with staff through professional learning opportunities. Efforts are made to ensure accessibility for families, including translation where appropriate, so that all members of the community can understand and engage with the policy.

## Monitoring and Review

The inclusion policy is reviewed annually to ensure its effectiveness and alignment with IB standards and practices. The review process is led by school leadership and the inclusion team and is informed by student data, feedback from stakeholders, and developments in IB guidance. This ongoing cycle of reflection and improvement ensures that the policy remains relevant and responsive.

## References

International Baccalaureate Organisation. Learning diversity and inclusion in IB programmes.

International Baccalaureate Organisation. PYP: From principles into practice.

International Baccalaureate Organisation. Programme standards and practices.

Disability Discrimination Act 1992.

Disability Standards for Education 2005.

Australian Education Act. 2013

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Boyle, C., & Anderson, J. (2020). Inclusive Education in the 21st Century.

Tomlinson, C. A. (2000). Differentiation of Instruction in the Elementary Grades

