



Inclusion Policy

Belgrano Day School/IB 2025

This policy focuses on an inclusive approach, understanding inclusion as an ongoing process aimed at increasing access and participation in learning for all students by identifying and eliminating barriers.

Our inclusion policy aligns with the principles of the International Baccalaureate (IB), which seeks to develop caring, knowledgeable, and knowledgeable young people, ensuring an equitable and enriching learning environment for all. The International Baccalaureate (IB) believes in an inclusive education that eliminates or reduces barriers so that all students can fully participate and develop in IB programs.

The principles upheld by the IB regarding inclusive education are as follows:

- ❖ **Education for all** is considered a human right.
 - ❖ Education is fostered by creating **affirming and accepting environments** that promote a sense of belonging, security, self-esteem, and holistic growth in each student.
 - ❖ Every educator is an educator of all students.
 - ❖ Learning is viewed from a **strengths-based perspective**.
 - ❖ **Diversity in learning** is valued as a valuable resource for building **inclusive communities**.
 - ❖ All students belong to a learning community and enjoy **equal opportunities** to participate in and engage in quality learning.
 - ❖ Each student's full potential is developed by connecting with and expanding upon prior knowledge.
 - ❖ Assessment provides all students with opportunities to demonstrate their learning, which is **rewarded and celebrated**.
 - ❖ **Multilingualism** is recognized as a fact, a right, and a resource.
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- ❖ All students in the school community **participate fully** in an IB education and are empowered to **exercise their rights and assume their responsibilities** as citizens.
 - ❖ All students in the school community have the **opportunity to express themselves and are heard**, so their contributions and ideas are taken into account.



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- ❖ All students in the school community develop the attributes of the **IB learner profile** and become caring, knowledgeable, and knowledgeable young people who contribute to a better and more peaceful world, within a framework of mutual understanding and intercultural respect.
 - ❖ Diversity is understood to include **all members of a community**.
 - ❖ All students experience **success** as a key component of learning.

This policy also complies with local, national, and international legal regulations, such as the UN Convention on the Rights of Persons with Disabilities, especially its Article 24, which promotes the right to inclusive education; and National Education Law No. 26,206, which establishes inclusive education as a modality of the Argentine education system. Regarding Buenos Aires City regulations, we base our efforts on Law No. 3,998: Law on the Creation of Inclusive Schools (2014), which establishes that public and private schools must be accessible to all students, regardless of their physical, social, or cognitive conditions; and Law No. 6,270: Law on Equity in Education (2019), which establishes measures to guarantee equal opportunities for all students to access and remain in the education system, regardless of gender, sexual orientation, religion, ethnicity, or socioeconomic status.

At Belgrano Day School, we emphasize educational excellence. We seek to provide a quality education that meets the needs of all students. We foster a well-rounded education. We promote the academic, emotional, and social development of our students. We foster respect for diversity. We value individual differences as opportunities for mutual enrichment.

Addressing this last issue, our school, like other IB schools around the world, has programs that encourage students to adopt an active learning attitude, to be compassionate, and to understand that other people, with their differences, can also be right. Differences and diversity are fundamental pillars, including students with special educational needs. To this end, we work on the basis of differentiation and continuous assessment.

Regarding differentiation, it is the process of identifying the most effective strategies to achieve objectives agreed upon with each student. This goes hand in hand with continuous assessment, which must be diverse and relevant to the student and allow for differentiated assessments with multiple entry and exit points. The objectives and outcomes of the assessment process must be clear to all, and elements of social interaction and personal growth must be part of this process.

To implement differentiation and offer each student the means to access knowledge, taking into account their abilities, different scaffoldings are suggested that could respond to each special educational need. Among the possible scaffolding we point out:



- Visual aids
- Demonstrations
- Role-playing
- Small, structured group work
- Teacher language
- Use of native or preferred language to develop initial ideas and plans

At the time of assessment, for those who require it due to their special educational needs (see the document "Responding to the Diversity of Student Learning in the Classroom"), extra time, support with practical work, alternative testing locations, and anything else that acts as a facilitator, i.e., access accommodations, will be provided. Access accommodations for assessment must reflect the experiences students have had during their learning. Therefore, this policy indicates that, during learning and teaching, access accommodations must be adopted that are consistent with the acceptable accommodations made later in the assessment.

It should be noted that, to comply with the aforementioned, the educational institution has a team of professionals from the fields of Psychology and Psychopedagogy. The Guidance Center guarantees support for individual and group progress, maintaining the confidentiality of student information. This is possible because access to such information is restricted: Only authorized personnel can access sensitive information, and storage is secure. We use secure systems for storing personal data (xhendra, files, records).

Al mismo tiempo, el equipo de profesionales asesora al cuerpo docente para el cumplimiento de las estrategias de andamiaje, teniendo la permanente actualización en materia de acompañamiento y conocimiento de las particularidades de cada necesidad educativa especial.

The stated policy is integrated with the following institutional policies:

- **Teaching and Learning Policy:** We implement differentiated pedagogical strategies to address diverse learning needs.
- **Assessment Policy:** We establish flexible assessment methods that reflect each student's individual progress.
- **Language Policy:** We encourage the development of language skills in multiple languages, recognizing the cultural and linguistic diversity of our community.

We remain committed to reviewing this document, keeping it updated based on regulatory changes, feedback from our work with teachers, and the eventual incorporation of new inclusive approaches in education.



Participants:

Psychologists and educational psychologists from the Middle & Senior Guidance Center and the Principal. This policy will be reviewed annually by the IB team and clearly communicated to students and families through institutional channels and informational circulars. It will also be available on the school's website.

References:

- [Inclusion IB.pdf](#)
- [Inclusion policies](#)