



Inclusion Policy

2025

Mission

The mission of Escola Nova by SIS is to provide all its students with a multicultural education that prepares them for life in the 21st century.

Objectives

The objective of the inclusive education policy at Escola Nova by SIS is to inform the school community about the practices and processes by which students in the inclusion program are admitted, identified, and assessed, as well as the available adaptations throughout their school life at Escola Nova by SIS.

Philosophical Principles

Escola Nova by SIS implements a highly personalized inclusion program for students with special needs. The school considers each student unique, with a singular development process, specific needs, and potential. The goal is to guide students to reach their full potential by fostering their talents, abilities, and different areas of development.

The inclusion program at Escola Nova by SIS is built on three pillars: personalized curricular adaptation, partnership with families, and collaboration with multidisciplinary teams.



PERSONALIZED CURRICULAR ADAPTATION

Personalized curricular adaptation is realized through the Individualized Educational Plan (IEP), which is created for each student based on the medical report provided by the responsible doctor, including the diagnosis and specific needs. The IEP aims to stimulate the psycho-social-cognitive development of students, promoting their autonomy and independence. Differentiated learning strategies are developed to create a conducive environment for student development.

A specialized team in special education, consisting of professionals, makes all necessary adjustments according to each student's IEP. Additionally, the school offers a multifunctional resource room that supports students with high abilities and complements the education of students with disabilities and pervasive developmental disorders (PDD), providing pedagogical materials and accessibility tools for specialized educational support.

In general, students with an IEP are grouped with their age peers. Interaction with children of the same age and typical development encourages students with special needs to keep pace with their classmates' development, fostering the creation of lifelong friendships.

Students with typical development also benefit significantly. They learn to coexist with differences, which promotes solidarity and understanding of others regardless of their appearance or emotional and cognitive abilities.

PARTNERSHIP WITH FAMILIES

Another pillar of the inclusion policy at Escola Nova by SIS is the partnership with families, which is essential for achieving true inclusion. The inclusion process involves families from the moment the child enters the school. First, an anamnesis is conducted with the parents, followed by an interview with the child. After receiving the medical report, the IEP is developed, which can be modified during the year if necessary.

Every trimester, the school sends a pedagogical report to keep parents informed. This document evaluates the student's development in different areas, such as cognitive, metacognitive, interpersonal/affective, psychomotor, communication, and everyday skills. Through this report, progress over the past three months is analyzed with the family, and new objectives are set.

Given that these students experience atypical development, specific monitoring is required. Periodic meetings are held with families and multidisciplinary teams to support the student's progress.

Monitoring extends beyond the student's life at Escola Nova by SIS. There is a constant focus on developing their autonomy, independence, and qualifications for adult and professional life. In high school, students and families are assisted in identifying their interests and abilities, helping them pursue suitable higher education or technical courses. Additionally, the school checks whether the job market demands any additional technical qualifications that the student can acquire before leaving school.

An Inclusion Committee was also created to increase integration and exchange of experiences among parents of students with special needs. This committee meets regularly, both inside and outside the school environment.

PARTNERSHIP WITH MULTIDISCIPLINARY TEAMS

The partnership with multidisciplinary teams is equally important since the school is where the student spends most of their time. Therefore, it is crucial to create an environment that addresses not only pedagogical aspects but also emotional, social, cognitive, and psychomotor skills, among others. Periodic meetings are held with professionals who provide clinical care to ensure alignment with the work developed at the school.

Definition of Students with Special Needs

Escola Nova by SIS follows the Brazilian Inclusion Law (Law No. 13,146/2015), which, in Article 2, defines a person with a disability as "one who has a long-term physical, mental, intellectual, or sensory impairment, which, in interaction with one or more barriers, may hinder their full and effective participation in society on an equal basis with others."

Admission to the Inclusion Program

Admission of students with special needs to the inclusion program is carried out in three stages:

1. Initial interview with the parents to identify the student's age, availability of spots in the desired class, and presentation of Escola Nova's inclusion policy.
2. Anamnesis with the parents, accompanied by a medical report with the diagnosis.
3. Interview with the student and selection test to examine their potential (when possible).

Escola Nova by SIS Inclusion Policy and the IB

If a student interested in joining the Diploma Programme has special needs, all relevant documentation must be submitted to the DP coordinator. Escola Nova by SIS has a department specifically dedicated to inclusive education and may request additional documents in such cases.

The Diploma Programme coordinator will inform the IB organization through the appropriate channels about the need for special accommodations, as well as notify the student, parents, and teachers of the decisions made by the organization.

The accommodations provided by the IB policy aim to ensure that students with different learning profiles can reach their full potential. Escola Nova by SIS reaffirms the principle that any assistance offered to students with special needs is not intended to compensate for a lack of ability.

Individual learning plans will be developed for students with special needs and reviewed annually. This strategy does not exempt the student from following the same curriculum as their peers.

Escola Nova by SIS has been a reference in working with students with special needs. In this regard, there is an effort to ensure that the projects structured for CAS also include students with disabilities who do not meet the IB Diploma Programme's requirements.

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