



AMERICAN INTERNATIONAL SCHOOL OF LIMBE (AISL)

Inclusion Policy

Policy Number: AISL-ACA-004

Category: Teaching and Learning

Approved By: Board of Directors

Effective Date: August 2026

Review Cycle: Every Two Years

"At the American International School of Limbe, we believe that every learner has inherent worth, unique strengths, and the capacity to succeed. We are committed to creating an inclusive learning community where diversity is celebrated, barriers to learning are reduced, and every student is empowered to thrive academically, socially, emotionally, and physically."

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1. Purpose

AISL is committed to ensuring equitable access, participation and success for every learner through high-quality instruction, appropriate support and meaningful partnerships with families.

2. Philosophy of Inclusion

Every child can learn. Diversity enriches our community. Inclusion is a shared responsibility, and high expectations, student well-being and belonging are central to all educational decisions.

3. Guiding Principles

Equity, access, participation, belonging, student agency, collaboration, respect for diversity, confidentiality and continuous improvement guide all inclusive practices.

4. Definition of Inclusion

Inclusion is an ongoing process of identifying and removing barriers to learning and participation so that every learner can access, engage in and succeed within the AISL programme.

5. Students Supported

This policy supports students requiring learning support, English Language Development, gifted education, social-emotional support, behavioural interventions, temporary medical accommodations, physical or sensory accommodations and support for neurodiverse learners.

6. Admission and Inclusion

Admissions decisions consider the student's educational profile, available resources, reasonable accommodations, safety and partnership with parents. Families are expected to disclose relevant educational, behavioural, psychological and medical information.

7. Multi-Tiered System of Support (MTSS)

Tier 1: Universal classroom instruction and differentiation. Tier 2: Targeted small-group interventions with progress monitoring. Tier 3: Intensive individualized support through IEPs and specialist services.

8. Individualized Education Plans (IEPs)

IEPs may include annual goals, accommodations, therapy recommendations, behaviour supports and scheduled progress reviews developed collaboratively with families.

9. Student Support Services

Services may include Learning Support, School Counseling, School Psychology consultation, Occupational Therapy, Speech and Language Therapy, Behaviour Therapy, Reading and Mathematics Intervention, English Language Development and gifted education enrichment.

10. Assessment Accommodations

Accommodations may include extended time, separate setting, assistive technology, readers, scribes, movement breaks, reduced distractions and alternative response formats without compromising learning outcomes.

11. Inclusive Teaching Practices

Teachers differentiate instruction, apply Universal Design for Learning (UDL), scaffold learning, use flexible grouping and create welcoming classrooms that value every learner.

12. English Language Learners

AI SL provides English Language Development through screening, differentiated instruction, targeted intervention and ongoing progress monitoring in coordination with the Language Policy.

13. Gifted and Talented Learners

Advanced learners receive enrichment, challenge, inquiry opportunities, leadership experiences and acceleration where educationally appropriate.

14. Behaviour and Social-Emotional Support

AI SL promotes positive behaviour, restorative practices, counselling, behaviour support plans and collaboration with families to foster student well-being.

15. Transition Planning

The school supports transitions into AI SL, between grade levels and divisions, and toward graduation through structured planning and collaboration.

16. Family Partnership

Parents are valued partners in planning, implementing and reviewing support programmes and are encouraged to participate actively in decision-making.

17. Roles and Responsibilities

Students, families, teachers, specialists, school leaders and the Board share responsibility for fostering an inclusive school community.

18. Confidentiality

Student information is managed respectfully and confidentially in accordance with AISL's Data Protection and Privacy Policy.

19. Appeals

Concerns may be addressed through the classroom teacher, Learning Support Coordinator, Division Principal, Head of School and, where appropriate, the Board of Directors.

20. Policy Review

This policy will be reviewed every two years or earlier to reflect changes in educational practice, accreditation requirements or school needs.

Appendices

Learning Support Referral Form; Student Support Team Referral; IEP Template; Accommodation Request Form; Parent Consent Form; Behaviour Support Plan; MTSS Flowchart; Progress Monitoring Template; Transition Planning Checklist; Inclusion Glossary.