



**SINGAPORE SCHOOL MANILA**

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# **INCLUSION POLICY**

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## **INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to 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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **SINGAPORE SCHOOL MANILA (SSM) VISION STATEMENT**

Singapore School Manila aims to be a school known for providing a high standard of education, placing equal emphasis on all aspects of human development. Our goal is to develop global citizens who are creative, enquirers, thinkers, open-minded, knowledgeable, communicators, risk-takers, principled, caring, balanced, reflective, decisive, responsible and resilient, living and promoting in others a positive outlook in life.

## **SINGAPORE SCHOOL MANILA (SSM) MISSION STATEMENT**

The SSM community — administrators, teachers, staff, parents, and students, commits to realizing the vision through:

- Striving for academic excellence using modern teaching strategies, disposing of the pressures and trauma associated with conventional teaching methods.
- Training our students to do higher thinking in all subjects, preparing them for a rapidly-changing world.
- Encouraging environmental and social awareness, thus empowering our students to take an active role as agents of positive change in the world.
- Developing the value of positivism through our educational system enabling our students to love learning and to cope well with the challenges of life.



## SINGAPORE SCHOOL MANILA (SSM) LEARNER PROFILE ATTRIBUTES

| Learner Profile Attributes | Learner Profile Statement                                                                                                                                                                                                                                                                                                        |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Balanced</b>            | SSM learners understand the importance of balancing physical, intellectual, emotional, and spiritual aspects of their lives to promote well-being for themselves and others. They recognize their interdependence with other people and with the world around them.                                                              |
| <b>Caring</b>              | SSM learners demonstrate empathy, compassion, and respect in their interactions with others. They are committed to meaningful service and take purposeful action to make a positive difference in the lives of individuals, communities, and the wider world.                                                                    |
| <b>Communicators</b>       | SSM learners express themselves confidently and creatively through multiple languages and diverse modes of communication. They collaborate effectively, demonstrating active listening and respect for the perspectives of others.                                                                                               |
| <b>Creative</b>            | SSM learners are imaginative and express their ideas confidently. They demonstrate initiative and resourcefulness, using their creativity to generate original solutions and meaningful outcomes.                                                                                                                                |
| <b>Decisive</b>            | SSM learners make decisions quickly, confidently, and clearly. They are secure in their knowledge, question assumptions, and approach ideas with curiosity. They explore and evaluate concepts and arguments in a structured, critical, and analytical manner.                                                                   |
| <b>Enquirers</b>           | SSM learners cultivate their curiosity by developing strong enquiry and research skills. They are capable of learning independently and collaboratively, approaching knowledge with enthusiasm and maintaining a lifelong love of learning.                                                                                      |
| <b>Knowledgeable</b>       | SSM learners develop and apply conceptual understanding by exploring knowledge across multiple disciplines. They engage thoughtfully with issues and ideas that hold both local and global significance.                                                                                                                         |
| <b>Open-minded</b>         | SSM learners critically reflect on their own cultures and personal histories while respecting the values and traditions of others. They seek out and evaluate diverse perspectives and embrace opportunities for growth through their experiences.                                                                               |
| <b>Principled</b>          | SSM learners act with integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. They take responsibility for their actions and the consequences that follow.                                                                                                   |
| <b>Reflective</b>          | SSM learners reflect thoughtfully on the world as well as their own ideas and experiences. They seek to understand their strengths and areas for growth to support continuous learning and personal development.                                                                                                                 |
| <b>Resilient</b>           | SSM learners demonstrate resilience, recovering quickly from challenges and setbacks. They apply determination, perseverance, and grit to solve problems and navigate the difficulties of life effectively.                                                                                                                      |
| <b>Responsible</b>         | SSM learners are trustworthy and dependable, following through on their commitments and responsibilities. They take ownership of their learning and actions, demonstrating accountability for their conduct and for school property or resources entrusted to them, and they are willing to explain their decisions and actions. |
| <b>Risk-takers</b>         | SSM learners approach uncertainty with foresight and determination. They work both independently and collaboratively to explore new ideas and innovative strategies, demonstrating resourcefulness and resilience in the face of challenges and change.                                                                          |
| <b>Thinkers</b>            | SSM learners apply critical and creative thinking skills to analyze complex problems and take responsible action. They exercise initiative and make reasoned, ethical decisions in all aspects of their learning and life.                                                                                                       |



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## **STATEMENT OF ALIGNMENT**

Singapore School Manila (SSM) affirms its commitment to delivering an internationally benchmarked education that is grounded in both academic excellence and holistic human development. Central to this commitment is the alignment between the school's Vision and Mission Statements and the principles articulated in the International Baccalaureate (IB) Mission Statement. As an IB World School offering Diploma Programme developed by the International Baccalaureate, SSM recognizes that its educational philosophy must be consistent with the IB's overarching goal of developing inquiring, knowledgeable, and caring young people who contribute to building a better and more peaceful world through intercultural understanding and respect.

The IB Mission emphasizes rigorous academic programmes, meaningful assessment, and international-mindedness, encouraging students to become active, compassionate, and lifelong learners who appreciate diverse perspectives. Similarly, SSM envisions itself as a school that provides a high standard of education while placing equal emphasis on all aspects of human development. The attributes identified in the SSM Vision such as being creative, knowledgeable, principled, open-minded, reflective, and resilient closely reflect the IB Learner Profile and reinforce a shared commitment to nurturing globally competent and ethically responsible individuals.

Furthermore, the SSM Mission underscores academic excellence through modern pedagogical approaches, the cultivation of higher-order thinking skills, environmental and social awareness, and the development of resilience and a positive outlook toward lifelong learning. These commitments parallel the IB's dedication to challenging programmes of international education that prepare students to navigate complexity, respect differences, and take principled action in an interconnected world.

Through this alignment, SSM ensures that its policies, instructional practices, and community engagements consistently embody the values of international-mindedness, academic rigor, and holistic growth. This policy framework therefore affirms that the SSM Vision and Mission are not only compatible with, but are strengthened by, the IB philosophy, guiding the school community toward the shared objective of developing globally aware, compassionate, and empowered learners.



## I. INCLUSION AND ACCESS TO LEARNING

Singapore School Manila (SSM) is committed to the principles of inclusion as articulated by the International Baccalaureate (IB). In alignment with the IB mission, SSM believes that all students are capable of learning and developing when provided with equitable access, appropriate support, and a respectful learning environment.

Inclusion at SSM is understood as an ongoing process of identifying and removing barriers to learning and participation. It applies to **all learners**, recognizing that students bring diverse experiences, abilities, languages, cultures, and ways of learning into the school community. Diversity is viewed as a strength that enriches inquiry, collaboration, and international-mindedness.

## II. ADMISSIONS AND ACCESS

Admission to SSM is guided by a holistic review of each student's academic profile, language proficiency, social-emotional readiness, and learning needs. Language and academic assessments are used to ensure appropriate placement and support, not as mechanisms for exclusion.

SSM is transparent with families regarding the level of support that can reasonably be provided within the school's resources and in alignment with IB programme requirements. **Admission is offered when the school is confident it can meet the student's needs while maintaining academic integrity and student well-being.**

## III. SUPPORT FOR DIVERSE LEARNING NEEDS

SSM adopts a strengths-based, student-centered approach to supporting diverse learning needs within the IB framework.

- Support is provided based on observed needs and learning profiles; a formal diagnosis is not required for assistance to be offered.
- Learning support is delivered through differentiated instruction/ classes, classroom accommodations, and language support. Support plans are developed collaboratively, involving teachers, school leadership, parents, and, where appropriate, the student.



#### IV. TEACHING, LEARNING AND ASSESSMENT

Inclusive practices are embedded in teaching and learning across all programmes at SSM.

*Teachers are expected to:*

- Use a range of formative and summative assessment strategies
- Maintain high expectations while providing appropriate scaffolding
- Foster classrooms that are safe, respectful, and inclusive

Reasonable accommodations are provided to ensure equitable access to learning and assessment, in accordance with IB regulations and programme-specific guidelines.

#### V. STUDENT-WELL BEING AND BELONGING

SSM recognizes that inclusion extends beyond academic provision. The school is committed to nurturing students' social, emotional, and personal development, ensuring that all learners feel valued, heard, and supported.

Students are encouraged to develop self-awareness, resilience, and agency, and to contribute positively to a caring and inclusive school community.

#### VI. SHARED RESPONSIBILITY

Inclusion is a shared responsibility at Singapore School Manila:

- **School leadership** ensures that inclusive practices are embedded in policy, resourcing, and professional development.
- **Teachers** implement inclusive strategies and monitor student progress.
- **Parents** collaborate with the school and share relevant information to support learning.
- **Students** are encouraged to respect differences and advocate for their learning needs.



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## **VII. LINKAGES AND REVIEW**

This Inclusion Policy shall be implemented in alignment with the school's Admission and Preparation Policy, Language Policy and Assessment Policy. All provisions, procedures, and practices under this policy must remain consistent with the principles and requirements outlined in these related policies to ensure coherence, equity, and appropriate student support across the school.

This policy shall be reviewed annually at the conclusion of each academic year by the School Leadership Team. Revisions, when deemed necessary, shall be made to ensure that the policy remains responsive to the evolving needs of the school community, aligned with IB requirements, and effective in promoting inclusive educational practices.