

# ISB INCLUSION POLICY

## WHOLE SCHOOL

*“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”*  
*Meeting student learning diversity in the classroom, International Baccalaureate (2013)*

### Statement of Philosophy

We intend that all students will participate as fully as possible in the International Baccalaureate’s Primary (PYP) and Middle Years (MYP) Programmes. The PYP and MYP are inclusive, holistic programmes designed to meet the needs of all learners. Students with educational needs will be supported to the fullest extent possible so that all can experience consistent success.

### Standards and Practices:

- The school supports access for students to the IB programme(s) and philosophy (A9).\*
- The school strongly encourages participation for all students (A9.a).
- The school develops and implements policies and procedures that support the programmes (B1:5).
- The school provides support for its students with learning and/or special educational needs and support for their teachers (B2:8)
- Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles (C1:6).
- Teaching and learning differentiates instruction to meet students’ learning needs and styles (C3:10).

\*These codes correspond to sections of the IB’s [Programme Standards and Practices](#). Implementing these practices is a critical part of being considered an IB school, and the policies developed at ISB are grounded in IB philosophy.

### Aims of this policy are to:

- Enable students to have access to the IB curriculum through inclusive practises and differentiation
- Create an environment that meets the unique educational needs of each student
- Ensure that special educational needs of students are identified, assessed and provided for
- Make clear the expectations of stakeholders in the process – students, teachers, parents, leadership

- Identify the roles and responsibilities of staff in providing for the students' educational needs and ensure they have the skills to do so
- Ensure that ISB actively engages in developing our professional abilities to meet students' specific needs

At ISB we are committed to providing the best education for every student. Our students come from a variety of backgrounds and demonstrate a range of learning profiles. We aim to create positive learning environments which build self-esteem as well as valuing students' prior knowledge. We focus on scaffolding and extending students' learning and celebrating their strengths.

At ISB we believe strongly in demonstrating an inclusive approach to education. Teachers adjust expectations and class management according to the needs of each individual student as well as the group. The underlying foundation of our curriculum is the IB learner profile, which asks students to be self-monitoring and self-guided in the learning process. Many lessons are organised around student collaboration and teamwork.

To the extent that students are able to participate and function within this inclusive structure, ISB strives to accommodate students with diagnoses and a need for support. At the same time, we must be diligent in ensuring that we have the resources and skills necessary to meet the educational needs of all of the students we admit.

### **Inclusion at ISB: Identifying needs and providing support**

With regard to admission, ISB requires applicants to disclose their child's known educational needs, medical conditions or special requirements. Parents are also required to provide documentation that may help to explain their child's needs. ISB retains the right to end collaboration with a family if a student is found to have undisclosed needs that we cannot support at school, or that prevent the student from functioning within ISB's inclusive structure.

Teachers working with students may consult our school counsellors if they have concerns regarding individuals. Teaching teams support each other and additional staff provide expertise where needed. If the in-school support is not sufficient we can call outside agencies. We often start with contacting PPS (see below) at the local municipality. Every student is part of the ISB community and therefore we always look at the individual child in the context of the student body and the school environment as a whole.

### **PPS (Pedagogical Psychological Support)**

If teachers are concerned about a child we can call for help from PPS. PPS has a range of specialists: reading consultants, speech therapists, physiotherapists, special pedagogues and psychologists. The help they offer depends on the child's age and their needs.

At ISB we have specialised counsellors for Kindergarten, Primary and MYP who focus on behaviour and general development and know which steps to take, when.

### **PYP/MYP**

Once a month our school counsellors have a meeting with the municipal psychologist and get ideas for different strategies and tools to use with specific children. Often the psychologist asks to meet with the parents and the teachers in these situations. We also have access to a reading consultant and a speech therapist if needed. On staff we have reading support available for Danish. We can test children that are struggling with reading; they may then be referred to the PPS reading consultant for further testing. An overview of the process can be found in appendix 1.

In Denmark, kindergartens operate under a slightly different set of guidelines. School counsellors contact a special pedagogical coordinator for advice regarding the challenges a child faces. The coordinator will then hold a thorough discussion with parents and teachers before conducting an observation of the child. A psychologist will only step in when necessary.

### **English as an Additional Language**

ISB accepts students with no previous experience in English in our lower grade levels (K1-P3). Students entering upper Primary (P4-P5) must be able to achieve fluency before entering the MYP. Students entering the MYP must be fluent in English. Students who need to improve their English skills in order to access the curriculum will receive extra support from their homeroom teachers and EAL teachers working alongside the students during some lessons for a pre-determined period of time.

### **Parent collaboration**

At ISB we emphasise the importance of parent collaboration. Close parent/school collaboration is especially important if a child faces challenges. We expect parents to assist the school in establishing the best foundation for positive progress. We ask parents of students with special educational needs to participate in ongoing meetings to discuss progress, challenges and possible solutions. If parents do not work in partnership with the school and/or allow for psychological evaluation in relevant cases, ISB may decide to end collaboration with the family.

## Special Educational needs and support

Children are considered to have special educational needs if they have social, emotional or physical difficulty that necessitates a special educational provision. With our structure and resources, ISB is able to offer the IB programme to students with some learning difficulties in close coordination with all stakeholders. Every child is unique and whether ISB is able to support a given child is based on individual assessment and the following five step plan. At ISB we always look for signs of progress.

Step 1	<ul style="list-style-type: none"> <li>Plan for changing behaviour</li> <li>Monthly evaluation – signs of progress</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Teacher</li> <li>Wellbeing coordinator</li> </ul>	
Step 2	<ul style="list-style-type: none"> <li>Involvement of school psychologist/other stakeholders</li> <li>Adjustment of plan</li> <li>Feedback and advice to teachers and parents</li> <li>Monthly evaluation – signs of progress</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Teacher</li> <li>Wellbeing coordinator</li> <li>School psychologist/other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Head informed</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Interdisciplinary meeting</li> <li>Adjustment of plan</li> <li>Feedback and advice to teachers</li> <li>Monthly evaluation – signs of progress</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Teacher</li> <li>Wellbeing coordinator</li> <li>School psychologist/other stakeholders</li> <li>Deputy Head of School</li> </ul>	<ul style="list-style-type: none"> <li>Head informed</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>Evaluation of initiatives</li> <li>Adjustment of plan</li> <li>Looking at alternative schooling</li> <li>Monthly evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Teacher</li> <li>Wellbeing coordinator</li> <li>School psychologist/other stakeholders</li> <li>Deputy Head of School</li> </ul>	<ul style="list-style-type: none"> <li>Head informed</li> </ul>
Step 5	<ul style="list-style-type: none"> <li>Ending collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Deputy Head of School</li> <li>Head of School</li> </ul>	<ul style="list-style-type: none"> <li>Board informed</li> </ul>

Support/intervention may include:

- Use of differentiation to meet students' needs in the classroom
- Training of staff to implement intervention and support students' needs successfully
- Withdrawal from particular subjects to work with specialist teachers for a specific period of time

- Classroom and educational accommodations for students with a confirmed or likely diagnosis
- Additional support offered at home in collaboration with the municipality
- Professional support from a specialist outside the school
- Short-term counselling
- Additional teaching support, possibly at the cost of parents

We look at each student individually and consider the student's ability to make progress within our school setting. Sometimes ISB is not the best educational match for students.

Students we are unable to support may include students who portray:

- Continuous danger to oneself or others
- Continuous disruptive behaviour in class

If ISB is not able to create the best possible educational environment for a student, ISB will support a smooth handover and collaboration with the municipality in which the student lives.

#### **Appendix 1-** Action Chart for students with Academic, Cognitive or Behavioural issues

Policy approved by Board 17 May 2018

## ISB Well-Being Procedure Overview

