

INCLUSION POLICY

Reviewed by the ISB Board, 5 October 2022
Next review planned for fall 2024

The ISB Inclusion Policy is to be read and understood in conjunction with our other policies, especially our anti-bullying policy. At ISB, we intend to set an example of what an integrated, all-inclusive, multiracial democracy can look like. When defining inclusion at ISB, we consider both the definition shared by the IB organisation and the definition shared by the Danish Ministry of Education. This, because we are an International School operating under Danish law.

Definition by the IB Org: *Learner variability is a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience.*

Within this understanding it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorising students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies.

Source: 'Learning diversity and inclusion in IB programmes: Removing barriers to learning'.

Danish Ministry of Education: *"Inclusion involves that children with special needs, as far as possible, are taught with their peers in mainstream education."*

Source: 'Danish Ministry of Education'.

Our 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 special educational needs will be supported to the fullest extent possible so that all can experience consistent success.

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 attributes, which ask 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. Any decision of not including a student is always made after a thorough process involving specialists.

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 well-being coordinators 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 upon outside agencies.

Principles

At ISB, our goal is to ensure a community that is warm, welcoming and where everyone feels included regardless of nationality, race, religion, gender, sex, etc.

- At ISB, we acknowledge that everybody is different and has different needs
- We acknowledge that there are barriers to learning - both academically and socially
- We are aligned in the way we define inclusion
- We have a holistic approach to students
- We have a collaborative approach
- We have knowledge about of the different opportunities to support students
- We work to identify possible barriers to learning and reach out for external guidance when needed
- ISB teachers have the freedom and support to try out various strategies to meet the students' needs
- We collaborate closely with external partners provided by the Billund Municipality; school psychologist, speech therapist, physiotherapist and family counsellors.

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.

At ISB students with additional needs are generally divided into three groups.

- **In-school support for students needing less than 9 hours of additional support per week**

Students who need additional support, usually follow the same timetable as their peers and are offered in class support. For example, students with dyslexia may have the support of IT that supports their reading and writing. Some students with reading difficulties may be offered a 1:1 course with our in-house reading consultant. Middle School students that struggle with academic access are expected to participate in the Middle School homework Club and may also be offered weekly or periodic support by our academic access support team.

- **In-school support for students needing more than 9 hours of additional support per week**

For some students, Billund Municipality will assign additional resources to the student with the aim of meeting the students needs at ISB. These additional resources are activated in various ways. For some students this can be 1:1 support for X number of lessons per week or additional teaching resources in some lessons to work with a group of students. This support is carried out by teachers already on staff.

- **If in-school support isn't enough**

If a student has additional/ special educational needs that ISB is not able to meet, the student is, in collaboration with PPS*, referred to a school specialised in supporting students with additional needs. Which school depends on the specific needs and is decided by the municipality in which the student lives.

In-school support

K1-K2:

In Kindergarten we have two Well-being Coordinators with specific knowledge in early years special pedagogy. The Kindergarten Well-being Coordinators work in small groups and 1:1 with the students and they collaborate closely with - and support, parents and Kindergarten teachers. Kindergarten Well-being Coordinators coordinate initiatives and collaboration with PPS and the respective municipality.

P1-P5:

In Primary School, we have a Well-being Coordinator, who works with students, teachers, and parents regarding student well-being. The Primary Well-being Coordinator works with classes, smaller groups and 1:1 with students in collaboration with the P1-P5 teachers. The Primary Well-being Coordinator coordinates initiatives and collaboration with external partners (please see section on external partners below).

In addition to our well-being coordinator, a teacher per grade level has the focus on academic support to strengthen the support and include rather than pull the student out of class. Additionally, ISB has a Multilingual Language Support teacher who works 1:1 or in small groups with students with little or no English as well as a Danish early intervention reading specialist. The reading specialist works with students in small groups and 1:1.

M1-M5:

In Middle School, we have a Well-being Coordinator, who works with students, teachers, and parents regarding student well-being. The Middle School Well-being Coordinator coordinates initiatives and collaboration with external partners (please see section on external partners below).

In addition to our Middle School well-being support, we have an Academic Access Coordinator and a support team of teachers already on staff. Although we are not able to formally diagnose dyslexia in English, we are able to screen students and provide structures for support should the screening show that the student may have challenges pointing in that direction. Also, we have a Danish intervention reading specialist assigned for Middle School. The reading specialist works with students in small groups, 1:1 and may also offer workshops to non-native Danish speaking students with dyslexia challenges on how to use the IT programmes we offer.

Identifying needs and providing academic support

All ISB students are assessed in English and Maths. The assessments look different in Primary- and Middle School, but the aim is the same; to ensure that we discover students that may have additional needs or that may need additional support for a period of time.

If the assessment causes concern, the steps are as following:

In collaboration with the Well-being Coordinator and Head of Department, teachers share their concerns with the parents and agreements on potential relevant assessments that could support our understanding of the students' development are made. Once the assessments are done, an Individual Education Plan is made in collaboration with the student and parents.

External collaboration partners

Pedagogical and Psychological Counseling-- Pædagogisk Psykologisk og sundhedsfaglig rådgivning (PPS)

PPS offers a range of specialists for free. When it comes to assessing possible additional needs and diagnoses, we work closely with the psychologist. Well-being Coordinators meet with the psychologist monthly to discuss students of concern. Prior to the meetings, a prioritised list is made in collaboration with the Deputy Head.

The next steps in the process reflect the respective student and concerns and are agreed with specialists.

The steps could include:

- Observation of students during school hours
- Pedagogical advice to teachers
- Meetings with parents
- Tests the student
- Referral of student to the regional Child and Youth Psychiatrist for further evaluation

Parents of students referred to or discussed with the psychologist are always asked for consent.

Regional Child and Youth Psychiatrist

If a student is referred to and the regional Child and Youth Psychiatrist accepts the referral, the family is called in for meetings and tests. ISB is not part of the process but is often invited to a final meeting where the findings are shared along with advice on how ISB can support the student at school.

Family services, all municipalities

The family services focus on vulnerable children in need of support. They offer a range of different support. The aim of the family services is to support children's well-being and development.

Family counsellor

Once a month, a family counsellor from Billund Municipality has a two hour "open office" at ISB. Parents who are concerned about their child's well-being or experience challenges in the family can book a meeting directly with the family counsellor or via the Well-Being Coordinators. Parents meeting with the family counsellor meet in confidentiality and matters discussed will not be shared with ISB unless parents find it relevant.

The family counsellor offers advice and the possibility to meet with the family in their own home up to four times. The support is not put on record as this support is seen as a preventive measure.

Families living in Billund can also choose to contact "**Åben Rådgiving**" for support. No record is made regarding the family or the challenges they have shared.

Inquiries to the family counsellor and "Åben Rådgiving" can be done anonymously.

"Åben Rådgiving" is open every Wednesday from 15:30 - 18:00 on 29 66 89 15.

They can also be reached by mail: aaben_raadgivning@billund.dk

Notification (Underretning)

If ISB is concerned about a student's well-being or home situation, we are required by law to notify the municipality. In this situation, we always prefer collaborating with the family. In situations where this is not possible, we inform the parents that a notification has been made.

In cases that involve abuse, we are required by law to contact the authorities without informing the parents.

Other external partners we collaborate with may include:

- Private psychologists
- Private tutors
- Private consultants

APPENDIX

IB philosophy and practice

The comprehensive IB PS&P framework is the foundational set of principles which help IB world schools place **learning** at the heart of the school community by both:

- fostering a dynamic school **culture** centred on holistic, inclusive learning communities (*0300-xx standards*)
- creating student **learning** experiences of the highest quality possible (*0400-xx standards*)

Standards and practices relevant to assessment are listed below.

Culture: Creating a positive school cultures

School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilisation of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

- Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
 - Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
 - Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
 - Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)
- Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)
 - Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)
 - Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)
 - Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)
 - Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)
 - Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)
 - Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Students as lifelong learners: Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

- Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)
- Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)
 - Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)

- Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)
- Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)
 - Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)

Approaches to teaching IB programmes encourage teaching that creates learning experiences that are shown to be meaningful to the school community.

- Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)
 - PYP 1: Teachers use flexible grouping of students to maximise learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)
- Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging, personal learning goals. (0403-05)
 - Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)
 - Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)
 - Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-00)
 - Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)
 - Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

Approaches to assessment - Learning, teaching, and assessment effectively inform and influence one another.

- Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)