

INCLUSION POLICY

The ISB Inclusion Policy is to be read and understood in conjunction with our other policies, especially our Anti-bullying policy and Admissions Policy. At ISB, we intend to set an example of what an integrated, all-inclusive, multicultural democracy can look like. We follow the principles of the UN Conventions of the Rights of the Child. 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. As a general rule, our policies are reviewed every two years. The review process involves the Student Council, staff, parents, the Leadership Team, the Kindergarten Parent Committee, and finally the Board.

Our IDEA statement:

We're dedicated to Inclusion, Diversity, Equity and Accessibility (IDEA). We celebrate diversity, ensure equal opportunities, foster inclusion and prioritise accessibility. Our goal is to instill a love for learning and a sense of belonging in every child, no matter where they come from, what they look like, or how they identify. We aim to create lifelong learners who contribute courageously, compassionately and curiously to a better world.

Definition by the IB Organisation:

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'.

ISB Middle School Council definition of inclusion:

At ISB we believe that everyone should be given a fair opportunity so that everyone's needs are supported. Together we are understanding, open minded and caring so that individually we can all be ourselves.

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 aim of all IB programmes is for students to develop and demonstrate international-mindedness. It is a multifaceted concept that captures a way of thinking, being and acting. Internationally minded students are open to others and to the world and are cognizant of our deep interconnectedness (IB, 2017). The **IB learner profile** supports students in developing international-mindedness and in taking action for positive change. Exercising their agency, students take ownership of their learning, express their ideas and opinions and reflect on their development of the learner profile attributes. Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in the daily life of the learning community (IB PYP, 2018).

Student Support and Well-being

To ensure all students thrive, ISB offers different types of support across the school:

In-school Academic Support: Students receive tailored academic support to meet their individual needs, with interventions provided within their usual learning environments to promote inclusion. Where needed an Individual Education Plan (IEP) will be created to support individual strategies to support a student.

Well-being and Mental Health Resources: Trained Well-being/Learning Support Specialists, as well as a network of external specialists, are available to support students' social and emotional health.

Fri for Mobberi Programme (Kindergarten and Primary School): The **Fri for Mobberi** programme proactively instills values of empathy, respect and inclusiveness to prevent bullying

and foster a positive, supportive culture among students where students are encouraged to be themselves.

External Collaboration Partners

ISB collaborates with external specialists from **Billund Municipality PPS** and other partners to provide additional support, including:

School Psychologist/Pedagogical Specialist: Provides monthly consultations with Well-being/Learning Support Specialists coordinators to discuss students of concern and offer assessments, observations and guidance.

Speech and Language Therapists: Support language development and communication skills for students needing specialised assistance.

Physiotherapist: Works with students with physical or sensory needs, ensuring they have access to supportive resources.

Family Counsellors: Offer direct support to families with sessions at ISB or in-home, focusing on well-being, family dynamics and developmental support.

Regional Child and Youth Psychiatrist: Provides assessments and consultations for students referred by the school psychologist, coordinating with ISB to support specific needs.

Notification (Underretning)

If ISB has concerns about a student's well-being or home situation, we are legally required to notify the municipality. In such cases, we always seek to collaborate openly and constructively with the family whenever possible. If collaboration is not possible, parents/guardians will be informed that a notification has been made. In cases involving suspected abuse, ISB is legally required to contact the relevant authorities without informing the parents/guardians in advance.

Parent collaboration

At ISB, we emphasise the importance of parent collaboration. Close parent/school collaboration is especially important if a child faces challenges. If you have a concern about your child, you should reach out to your child's Homeroom teacher initially. They will discuss your concern with the well-being and academic support staff as part of our process of support to look at what we are doing in class and next steps.

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.

When a child is allocated a place in a special educational provision, it is because a mainstream school (such as ISB) is not able to adequately meet the child's educational and learning needs. In such cases, the child's placement at ISB must therefore come to an end.

The decision to accept or decline such an offer rests with you as parents; however, the collaboration with ISB will conclude no later than the date on which the special educational placement has been allocated.

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.

In situations where parents/guardians:

- do not share relevant information about their child's known or suspected educational, developmental, or well-being needs;
- do not cooperate with the School's and/or Municipality's efforts to implement appropriate support;
- refuse to provide consent for assessments or interventions recommended by qualified specialists; or
- actively oppose the implementation of specialist recommendations that are essential for the student's success at ISB,

ISB reserves the right, at its sole discretion, to terminate the collaboration with the family and/or the student's enrolment, in accordance with applicable school policies and regulations.

Student-Parent-School collaboration

If a parent or teacher notices that a child is not thriving, it is important that all parties come together. As children reach a certain age, it becomes crucial for positive development that they are involved in both conversations and decisions. The child's voice, pace, and needs must be respected. Our experience shows that children as young as P1 (6 years old) can and should be involved at an age-appropriate level when it comes to their well-being and any decisions concerning them.

As parents, it can – with the best intentions – feel natural to request a meeting without the child present. This can make sense in specific cases, for example where parental personal or home circumstances affect the child's well-being, or as a concluding part of a joint meeting.

At ISB, we take children's rights seriously. We know that being listened to and taken seriously is profoundly important for a child. The child is the expert in their own life and knows best what feels difficult and what helps. When the child is not involved, adults risk speaking about the child rather than with the child – and the child's voice is lost.

Expressing feelings and needs can be challenging. This is something we must practise and support together – in a safe, patient, and structured way. Therefore, at ISB, we insist that the child participates in meetings concerning them.

Admission and disclosure requirements

As part of the admissions process, ISB requires applicants to disclose any known educational needs, medical conditions, or special requirements. Parents/guardians are also expected to provide relevant documentation that may help the School understand and support the child's needs.

ISB retains the right to end collaboration with a family if a student is found to have undisclosed needs that the School is unable to support, or if those needs prevent the student from functioning within ISB's inclusive learning environment

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 inclusion are listed below.

Culture: Creating a positive school culture

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)

End.

All school policies are reviewed through a process that invites input from the Student Council, pedagogical staff, school leadership, the Kindergarten Parent Committee, and the Board. For most policies, parents are also invited to share informal feedback at an optional workshop session. Input is gathered and considered before the Board makes its final decision on potential changes to a policy.

*Reviewed by the ISB Board February 2026
Next review planned for December 2027*