



Inclusion Policy

International School Delft

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1. ISD MISSION STATEMENT

Inspiring learning for a sustainable future

2. 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.

3. GUIDING PRINCIPLES

International School Delft develops a community of learners who are well-prepared for their present and future challenges by:

- Embracing diversity and promoting international-mindedness
- Becoming self-navigating inquirers eager to embrace complexity and solve problems
- Valuing collaboration and demonstrating care and compassion
- Developing a sense of agency
- Taking responsibility for the world around them
- Engaging in high-quality inquiry-based learning

4. PURPOSE AND OBJECTIVE OF THE INCLUSION POLICY

‘Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.’ (International Baccalaureate Organization, 2016, p.3)



At International School Delft we endeavour to create an environment in which all our students feel emotionally safe and are able to access learning in a way and at a rate that suits their individual needs. To this end we:

- identify individual students' learning needs and ensure that their needs are met;
- shape our programme such that students with learning differences can participate in school activities;
- facilitate student-progress in a way that allows individual students to reach their potential;
- inform parents about their child's specific learning needs and progress;
- collaborate with parents regarding their children's individual learning arrangements;
- clarify communication protocols between parents and the school;
- engage students actively in the development of their individual learning plans (ILP);
- To involve external specialists through the Samenwerkingsverband, a specialist collaboration network, that can provide support when the needs of students cannot be met within the school.
- To involve other external agencies such as the JGZ and the CJG when this proves necessary in order to meet the needs of the students.

5. DEFINITIONS

5.1 LEARNING DIFFERENCES

At ISD we include students with the learning differences described below. This list is not comprehensive:

- mild to moderate learning difficulties. These are learning difficulties that can be supported within the support structures available at ISD.
- Mild to moderate social, emotional and behavioural differences
- medical conditions
- mild to moderate speech differences
- mild to moderate visual and/or aural impairments
- mild to moderate physical disabilities
- high ability

5.2 STUDENT WELL-BEING

At ISD children are accepted as they are, regardless of racial, cultural, religious or other differences in who they are. Through Restorative Practices, we facilitate the development of mutual understanding amongst our students

6. ADMISSIONS

ISD is an inclusive school and admits students with learning differences as described above. Students are admitted based on the review of the documentation submitted as per the requirements of the admissions policy. Admissions decisions for children with differing learning needs are made by the Head of School in consultation with the Student Care Department.



7. IDENTIFICATION PROCEDURES

When a student fails to make sufficient progress, the class or subject teacher will refer the student for additional support. Please see Appendix 1 for further information.

8. SERVICES OFFERED

After the student is enrolled for services by the Student Care Department, the following services may be offered, depending on the needs of the student:

- in-class support by the class teacher through accommodation of the programme;
- in-class support by a member of the Student Care Department;
- pull-out support by a member of the Student Care Department;
- meetings with the Student Care Department member responsible for pastoral care;
- support by external specialists through the external support network (see paragraph 9).

9. COLLABORATION WITH EXTERNAL SERVICES

As ISD is a mainstream school for Primary and Secondary education, not all expertise and manpower are available to cater for every student's needs. For this reason, state-subsidised schools in The Netherlands are part of a support network (samenwerkingsverband) that facilitates help for students whose needs cannot be met within the means of the school. Through the support network, additional manpower and/or expert help can be brought into the school. In some cases, extra support and/or funding may be facilitated by involving the JGZ. In rare cases, the school is not the right environment for a student with complex learning and/or developmental needs. The support network can help find a place in a school where the student's needs can be met.

10. RESPONSIBILITIES

10.1. SCHOOL

The school provides training for staff to enable staff to implement and support differentiated instruction for students with differing needs. Staff meet accommodations set in students' ILPs. School staff are aware of the needs of students in their care. They respect the right to confidentiality of the child and his or her family.

10.1.0. CLASSROOM AND SUBJECT AREA TEACHERS

Close collaboration between the classroom or subject area teachers and the Student Care Department staff is necessary for the successful implementation of an ILP. This includes the review of progress against the student's ILP.



Classroom and subject area teachers are as follows:

- To provide differentiation in the class as needed.
- To be aware of the needs of individual students and to raise concerns with the Student Care Centre coordinator, following the correct procedure (see Appendix 1 for further information).
- To collaborate in the design of a student's ILP, including suggestions for accommodations.
- To implement the accommodations of the ILP in the classroom through differentiating the class programme.
- To work with the Student Care Department to monitor progress.
- To participate in the review of student progress.
- To consult with parents to clarify support provided to and progress made by their child.

10.1.1. STUDENT CARE SERVICES

The Student Care Department consists of members of staff specialised in supporting students with differing needs. Their responsibilities include:

- To review and store documentation from parents and external specialists needed for the development and implementation of the student's ILP.
- To obtain permission for the use of documentation by the IB (in case of the application for exam accommodations when necessary) and by the support network (mentioned under 9. collaboration with external services).
- To ensure that exam and other assessment accommodations are implemented during exams.
- To communicate a student's ILP to teachers involved with the student.
- To assist students and teachers with the implementation of accommodations and modifications.

10.1.2. THE LEADERSHIP TEAM

The school leadership team supports the provision of support with differing needs by:

- Collaborating with the Student Care Department on admission decisions regarding students who may need additional support.
- Actively seeking information regarding the progress of students in the care of the Student Care Department.
- Supporting the Student Care Staff in creating the best possible learning environment for students with differing needs.

10.2. STUDENTS

Where appropriate, students are involved in the development, implementation and evaluation of their ILP. They are encouraged to develop self-management, self-advocacy and independence to the best of their ability. They should:

- Be aware of their learning goals;
- Actively strive to reach their learning goals;
- Understand their accommodations and self-advocate when needed;
- Reflect on their progress independently, with teaching staff, and their parents.



10.3. PARENTS

Parents are the primary responsible adults for their children's care and development. They know their child best and thus have insight in their child's functioning that should be included in the design of the ILP. Parental support is paramount for a child's level of success in education. Parental involvement is facilitated by:

Providing opportunities for parents and children to collaborate in developing transdisciplinary skills, including academic skills.

- Providing and being provided with information regarding their child's progress and concerns.
- Supporting their child's learning goals and the actions taken by the school to meet these goals.
- Being provided with the opportunity to discuss their child's progress with members of the Student Care Services Department.

REFERENCES

International Baccalaureate Organization. (2016). Learning Diversity and Inclusion in IB Programmes. Geneva: International Baccalaureate Organization.



Appendix 1

REFERRAL SUPPORT PROCEDURE

STAGE 1

1. Referral by the class teacher in written format, explaining the cause for concern with specific questions: initial concern form. The class teacher will always have shared concerns with the student's parents.
2. Meeting of the class teacher and the Care Coordinator (and previous class teacher if necessary). The Care Coordinator and the class teacher decide on a course of action together. The Student Care Department can provide coaching and/or training for the class teacher if this is desired.
3. Meeting between parents, class teacher and the Care Coordinator to inform course of action and timeline. Meeting must be documented and a new progress meeting date set.
4. Plan implemented with records of progress.
5. Evaluation of progress and discussion with parents, class teacher and the Care Coordinator and/or Learning Support Teacher. New decisions made. If there is sufficient progress, no further action will be taken. If the support proves inadequate or problems persist, we move to stage 2.

STAGE 2

6. Individual support or small group support will be given by the Learning Support Teacher either by withdrawal or in the class. An Individual Learning Plan (ILP) will be written by the Student Care Department.
7. Parents read and agree the ILP. Parents may be invited and/or encouraged to attend some of the Learning Support lessons. Parents are kept informed of progress.
8. Evaluation of progress. New decisions made.

STAGE 3

9. If support by the Student Care Department proves insufficient to ensure the needs of the student, class teacher and the other children in the class are met then additional support will be requested from one or more of the available outside agencies such as:
 - the Samenwerkingsverband. This is a group of experts offering advice and funding for additional support when the school is unable to meet the needs of the student or teacher with the resources available. The Samenwerkingsverband supports all schools in the Delft region.
 - The School Doctor or School Nurse can offer advice and support to students, parents and the Care Coordinator whenever necessary.
 - The Youth Professional (counsellor) can provide social-emotional support to families.



- Speech therapists, occupational therapists, art therapists or play therapists can be recommended or arranged. Sometimes these services within the international community involve costs to parents.
- Educational psychologists can be recommended for professional assessments and a diagnosis. This is voluntary and involves substantial costs to the parents. It is our hope that the findings of the report will be shared with the school so that they can be used to further support the student.

10. These three stages have been instigated in order to support children and teachers in the best possible way and ensure the well-being and educational progress of all the children and staff at school. By enrolling a child at the International School Delft, parents are agreeing to this support structure which the school has implemented in order to meet the needs of teachers and students.

IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SPECIAL NEEDS IN DETAIL

The Special Educational Needs Department aims to meet the needs of the individual child whether it be remediating a weakness in a child or helping children to achieve their full potential.

This is a detailed description of the stages in this continuum:

STAGE 1

Classroom teachers are usually the first to identify a student with special needs. A teacher might express concern about a particular student once he/she notices the students needs are not being met through regular classroom differentiation. This stage represents a first approach to solve problems and opens a period of observation of the student and the way difficulties manifest themselves in the class; it can be considered as a more refined type of classroom differentiation.

Teachers can consult with SEN teachers about their concerns. An Initial Concern Sheet will be filled during this meeting with a suggested course of action to solve the problem. Actions geared to solve problems at this level will be classroom based and there should be records of classroom observations as evidence.

Class teacher will fill in an initial concern sheet in consultation with SEN staff; action taken and the results of it will be documented and evaluated. A special needs file will be open for the student at this stage.

During Stage 1 there may be an IEP that will be developed for implementation in the class. Class teachers will inform parents about the reasons for consultation with the SEN Department and the decisions made for their child. Written records will be made and kept by teachers of meetings held with parents to inform them. Parents need to be made aware of any adaptations and modifications proven to be effective for the pupil in the class; this information will be passed to the new teacher next school year. Most students included at this stage will have no previous SEN history; some will stay at this stage without necessarily progressing to other stages, adaptations and modifications of the classroom environment will allow them to function adequately in the group; while others will soon evidence a need for further action. The next stage can then be commenced.



STAGE 2

This stage accumulates the results of the above stage and provides classroom extraction for the student identified. This may be as part of a small group or individually.

At this stage we will need:

- Parents' written consent for classroom extraction
- IEP
- Special Educational Needs Reports will be written twice a year for each student with information about goals and progress made according to success criteria

Information about the student will be collected and an IEP will be developed. SEN teachers will consult all records available from the student (school doctor, English as a Second Language, test results, previous school reports, etc.) and may conduct an individual assessment of targeted academic areas. As a result of it, one or more of the following decisions might be taken:

1. The student's current educational arrangements will be continued. No further help is needed.
2. An Individual Education Plan (IEP) will be developed in collaboration with the class teacher with clear goals and ways to achieve them. Help will be provided not only by the class teacher but also by the SEN teacher. Student will receive support outside the class in a small group or individually.
3. External institutions or other professionals are needed in order to help the student, such as the speech and language therapist or a motor remedial teacher.

The students' progress at this stage will be carefully monitored. Many students will revert to Stage I or will be withdrawn from SEN program as a result of their progress. Other will need in-depth assessment by in or outside school specialists at the following Stage 3.

STAGE 3

At this stage there may be reason for diagnosis that will involve other specialists such as: Psychologist from outside school, Psychiatrist, Neurologist, Physiotherapist, etc. This might be necessary for several purposes or reasons: for example, to gain access to special budget as contemplated by Dutch law, for referral to special education, statement for special arrangements (such as Dyslexia verklaring) during examinations or in Secondary Education, medication, and so on. At this stage we will need:

- Written Consent signed by parents
- Initial Concern Form
- Parents' Referral Form
- Specialists' reports (psychologists, psychiatrists, neurologists) with recommendations for parents and school
- Statements of disability (verklaring)
- New IEP's.



The SEN Department will consider the information gathered in previous stages and will ask for the parents' consent and cooperation to refer students to other professionals such as from in and outside the school: speech and language therapist, school psychologist, occupational therapist, etc. SEN staff will coordinate and make arrangements for possible visits by other professionals to school. The SEN staff will also inform the Principal about pupils who have reached this stage. After consultation:

1. IEP will be modified to include goals and help provided by other specialists.

Or

2. If there is enough evidence that the school cannot meet the needs of the child satisfactorily, the Principal and SEN staff will advise the parents of possible options for their child. This may include contacting other educational institutions such as a national education system from the child's country of origin, Dutch Special Educational service, Lighthouse or other Dutch institutions.