



Inclusion & Student Support Policy

*At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.
We strive to develop a positive sense of self and engage with our world on a local and global scale.*

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International School Haarlem Inclusion & Student Support Policy

The International School Haarlem is an inclusive school with a personalised approach to the diverse learning needs of our students, including those with certain learning difficulties, disabilities or medical needs. We have a clear and responsive support structure in which teachers, tutors and Student Support staff work together to identify and remove barriers to learning. Support provision, appropriate to the needs of our students, is collaboratively planned and regularly reviewed, taking into account the views of the individual student and their parents/guardians.

Whilst our admissions policy reflects our views on learning diversity, we are a mainstream school and can only cater for students with learning support needs that can be met in a mainstream setting. Admission to the International School Haarlem is dependent upon the school's facilities and academic programme being appropriate to the applicant's needs, and the applicant's ability to benefit from the MYP and DP curricula.

This policy explains:

1. [How do we promote inclusion at ISH?](#)
2. [How do we define learning difficulties and disabilities?](#)
3. [What is our Supported Students Register?](#)
4. [Who are the members of our Student Support Team?](#)
5. [What procedure do we follow when we have a concern about a student?](#)
6. [What external agencies do we work with?](#)
7. [What types of inclusive access arrangements support the assessment of students with access requirements?](#)

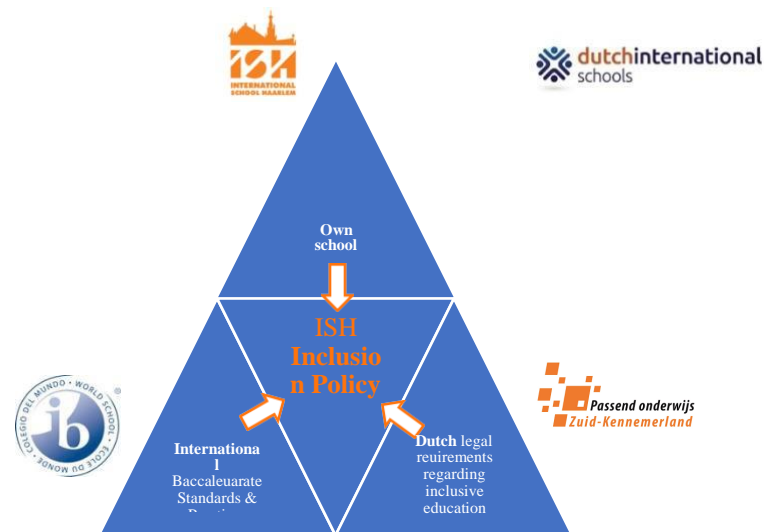
This policy has been written and reviewed by the Senior Leadership Team at the International School Haarlem (ISH) and complies with the Dutch law regarding inclusion (Wet Passend Onderwijs, 2014). This ensures that schools in the Netherlands form a regional collaborative partnership ('samenswerkingverband') in order to make agreements about support available to students and the most appropriate place of education for each individual. ISH works with a regional group of Dutch secondary schools 'Passend Onderwijs Zuid Kennermerland' (www.passendonderwijs-zk.nl).

Our policy is also informed by the International Baccalaureate Organisation *Access and inclusion policy* (2018) which champion difference and diversity and the meaningful and equitable access of all students to the IB curriculum.

The ISH Inclusion & Student Support Policy is reviewed annually by the MYP and DP Coordinators to ensure compliance with IB requirements and by the Learning Support Coordinator to ensure compliance with Dutch law requirements. Edits or additions are presented to the staff, students and MR. It is subject to two yearly review by the Senior Management Team and MR.

Comments or questions about the Inclusion & Learning Support Policy should be directed to [Sarah Hoekman](#), Learning Support Coordinator.

1. How do we promote inclusion at ISH?



At ISH, we believe in and provide:

- Open communication between parents and school. Parents, together with the school, form an educational partnership in which both parties are responsible for the progress of their child and in which open communication is valued.
- A safe learning environment in which all members of the school community including students, staff and parents feel safe and respected.
- An engaging curriculum and high-quality differentiated teaching designed to develop and support not only students' academic skills, but also their physical, social, health and emotional development.
- A collaborative Student Support team that maintains effective relationships with outside care agencies in order to offer students and their families a range of preventative and remedial support.
- High-quality teaching and differentiated classroom instruction to meet the needs and learning styles of all students, including those with learning and/or special educational needs. Professional development for teachers to help support this skill.
- Support with transitions, for example from primary to secondary or to another school.
- A secure, digital student-tracking system in which student information can be recorded, updated and utilised to support their progress.
- Clarity regarding the access and provision available to students with a physical disability.
- A protocol for the management of medication and medical care in school and to support individual pupils with medical needs.

2. How do we define learning difficulties and disabilities?

At ISH, we recognise that all students can encounter barriers to their learning due to individual, social, cultural or environmental factors. For example, a student may be unable to access their learning due to low self-esteem, a lack of language proficiency or unfamiliarity with a formal learning environment. We strive to anticipate and minimise these barriers for all students by providing high- quality differentiated teaching, an engaging and diverse curriculum and a safe, inclusive learning environment.

For some students, barriers to learning take the form of a learning difficulty or disability.

What is a learning difficulty?

A student has a learning difficulty if they have significantly greater difficulty in one or more area of learning than the majority of others the same age. A learning difficulty can be described as a difficulty processing certain forms of information and does not affect general intelligence (IQ).

Learning difficulties may take several years to improve but will respond to appropriate educational support.

Examples of learning difficulties might include Dyslexia, Dyscalculia, Dyspraxia and Attention Deficit Hyperactivity Disorder (ADHD).

What is a learning disability?

A student has a learning disability if they have a diagnosed physical or mental impairment which has a long- term effect on their ability to carry out normal day-to-day activities. A learning disability is linked to an overall cognitive impairment and will not respond readily to educational intervention.

Does ISH enroll students with learning difficulties or disabilities?

The International School Haarlem is able to provide support to students with some learning difficulties and disabilities, depending on the nature of the student's needs. Admission is considered on a case-by-case basis and is dependent on the school's ability to appropriately meet the needs of the student.

If it is felt that the school is no longer able to meet the needs of an enrolled student, a referral may be made to a Dutch school within the area, a larger international school with more extensive support provision or to the International Special Educational Needs school in Den Haag.

3. What is our Supported Students Register?

Students with learning difficulties or disabilities will be placed on our Supported Student Register and offered individualised support appropriate to their needs. Students working at a significantly higher level than age related expectations, or those identified as 'gifted' may also be placed on our Supported Student Register, especially if it is felt that they need provision which is additional to or different from that of their peers.

Students who are English language learners may find that their language acquisition temporarily impacts their learning. Whilst this can mirror traits of learning difficulties, language acquisition is a temporary process and these traits will diminish as the student's English language proficiency increases.

If concerns are raised regarding the learning of an ELA student, the Student Support Coordinator and language teachers will work closely together to establish whether the difficulties can be attributed to language or a learning difficulty. Most ELA students will need to be learning within an English language environment for a minimum of two years before difficulties *not* relating to language acquisition can reliably be identified.

Students with a known Learning Difficulty/Disability

On admission to the International School Haarlem, parents or carers are required to provide full details of a student's learning difficulty or disability. This may be in the form of psychological testing documents, specialist reports, an Individual Education Plan or simply details of any extra intervention or remedial teaching the student has received in the past. Please note that any documentation must be provided in English and that it is the parent/carers responsibility to provide officially translated copies.

For students with diagnosed disabilities, it may be necessary for the students to have further testing and/or be referred to external specialists once they are enrolled at our school. For more information please refer to the concerns procedure in [section 5](#).

Students in MYP 5 and DP 2 are required to undertake external summative assessments. Should extra time be needed for these assessments, the school follows International Baccalaureate guidelines (see *Access and inclusion* IB document).

The Student Support Coordinator will consult closely with parents/carers and the students themselves to gain a clear understanding of the nature of their learning needs and support provision they have found to be beneficial. A support plan will then be drawn up and shared with the student's tutor and class teachers.

Students without a known Learning Difficulty/Disability

Students who start to display signs of difficulties at school are flagged up to the Student Support department using the school's concerns procedure (see below). Tutors, subject teachers and the Student Support team constantly monitor students' academic progress and social/emotional wellbeing and discuss any concerns in weekly team meetings.

4. Who are the members of our Student Support Team?

We have a whole-school approach to supporting students at ISH.

Subject teachers

- Observe students, communicate any issues/concerns arising with students with the appropriate form tutor.
- Plan and implement accommodations in the classroom where needed.

Form Tutors

- Signal and solve smaller issues with students themselves, working with parents/carers and students on a plan to support the student.
- With more complex matters, tutor gathers evidence from subject teachers and communicates concerns to the Student Support Coordinator.
- Work with the Student Support Coordinator, Student Support Advisor, the student and parents/carers to plan support for the student. .
- Discuss students of concern in student progress meetings.
- Ensures appropriate record keeping.

Student Support Coordinator

- Oversees all student support within the school.
- Supports form tutors and subject teachers in helping students with more complex difficulties.
- Communicates with parents/carers, external agencies and teachers
- Ensures that support plans are being carried out
- Ensures the expectations of the school are communicated clearly to parents and students
- Ensures good record keeping.

Student Support Advisor and Assistants

- The Student Support Advisor provides short-term, weekly guidance to students experiencing difficulties with organisation, managing workload and the application of study skills.
- Support Assistants work within the classroom to assist subject teachers and offer support to targeted students. They may also run short term interventions outside of the classroom to support students with a particular area of the curriculum or provide social / emotional / behavioural support.
- Support Assistants run homework clubs where students can get support with their work.

5. What procedure do we follow when we have a concern about a student?



At ISH, we use a graduated approach to managing provision for supported students. This involves a cycle of actions which may become more intensive in its content as it is repeated. The graduated response cycle follows four stages:

- Stage 1: We assess students' needs
- Stage 2: We plan to meet those needs
- Stage 3: We carry out what we have planned
- Stage 4: We review what has happened before we follow the four stages again.

We only move from one stage to another if a student still needs more support and is not making sufficient progress. If a student makes excellent progress, we may decide to withdraw a stage of support.

The Concerns Procedure is a collaborative process which includes all parties responsible for supporting the student including parents/carers, the student themselves and where relevant, outside agencies.

Please note that two different 'routes' are provided in our Concerns Procedure to illustrate differences in approach to English Language Acquisition (ELA) students. An ELA student is defined as any student whose mother tongue is not English, regardless of the length of time they have been learning English.

Step 1: Raising the concern

Concerns raised by subject teacher via Form Tutor or Form Tutor themselves.

If deemed serious enough to refer to Student Support, Form Tutor completes Concern Form which requires:

- Details of student's language history and English language status (mother tongue or ELA).
- Language of their previous learning environment(s).
- Evidence of academic performance
- Evidence of subject teacher concerns

<p>- Details of support/actions taken so far</p>	
<p>Step 2: Assess needs & plan support</p>	
<p><i>Mother Tongue English Student</i></p>	<p><i>ELA Student</i></p>
<p>Student Support Coordinator will:</p> <ul style="list-style-type: none"> - Investigate the student's previous and current learning experiences, developmental history, prior academic attainment and possible causes for 	<p>Student Support Coordinator, in conjunction with language teachers, will:</p> <ul style="list-style-type: none"> - Investigate the student's previous and current learning experiences, developmental history, prior academic attainment and possible causes for

<p>current concerns.</p> <ul style="list-style-type: none"> - carry out observation(s) of the student in class or setting where concerns are observed - - contact all student's teachers to collect more data on student and to make all teachers aware of the issue. - develop a Student Passport (with student's input) which details what their needs are, how they would like to be supported, any accommodations they require for assessments, any school-wide targets etc. 	<p>current concerns.</p> <ul style="list-style-type: none"> - carry out observation(s) of the student in class or setting where concerns are observed - - contact all student's teachers to collect more data on student and to make all teachers aware of the issue. - develop a Student Passport (with student's input) which details what their language needs are, how they would like to be supported, for example: increased use of mother tongue and mother tongue materials, family support, extra ELA support. Also, any accommodations required for assessments, any school-wide targets etc.
<p>Step 3: Do/review</p>	
<p><i>Mother Tongue English Student</i></p>	<p><i>ELA Student</i></p>

<p>Planned accommodations to be put into place for approximately half a term, no more than 8 weeks of school before being reviewed.</p> <p>Student Support Coordinator to monitor use of accommodations in class and review impact of these accommodations with form tutor, teachers and student (and where relevant parents/carers).</p> <p>Accommodations adjusted/changes to be made to Student Passport where necessary.</p> <p>Another 6-8 period given with revised accommodations. If no improvement, next step of the concerns procedure is carried out.</p>	<p>Planned accommodations to be put into place for approximately half a term, no more than 8 weeks of school before being reviewed.</p> <p>ELA teacher to monitor use of accommodations in class and review impact of these accommodations with form tutor, teachers and student (and where relevant parents/carers).</p> <p>Accommodations adjusted/changes to be made to Student Passport where necessary.</p> <p>Another 6-8 period given with revised accommodations. If no improvement, next step of the concerns procedure is carried out.</p>
<p>Step 4: Further Investigation</p>	

<i>Mother Tongue English Student</i>	<i>ELA Student</i>
<p>Student Support Coordinator will:</p> <ul style="list-style-type: none"> - Organise a meeting together with the parents/carers, Student Support team and (where relevant) MYP and DP Coordinators to assess ongoing needs and plan support. - Discuss possible influencing factors: personal/family/physical/psychological, social and academic skills. - Review latest assessment data and impact of previous accommodations - Discuss possible diagnostic testing options. - Continue or adapt accommodations from Step 2 and put any additional support provision into place. Update Student Passport to reflect changes. 	<p>Student Support Coordinator, in conjunction with language teacher, will:</p> <ul style="list-style-type: none"> - organise a meeting together with parents/carers, teacher(s) and (where relevant) MYP and DP Coordinators to assess ongoing needs and plan support. - Discuss possible influencing factors: personal/family/physical/psychological, social and academic skills. - Discuss first and second language development. - Discuss mother tongue exposure and whether or not this needs to be strengthened in order to aid English language acquisition (for example, mother tongue tutoring) - Continue or adapt accommodations from Step 2 and put any additional support provision into place.
Step 5: External Assessment	Step 5: Monitor Mother Tongue
<i>Mother Tongue English Student</i>	<i>ELA Student</i>

<p>Student is tested by an external professional. The school will guide parents/carers through this process together with outside agencies. Assessments could include:</p> <ul style="list-style-type: none"> • IQ • Social/Emotional/Behavioural • Language, Motor and Processing Skills • Reading, Writing, Mathematics • Other 	<p>Planned accommodations to be put into place for approximately half a term, no more than 8 weeks of school before being reviewed.</p> <p>If there is growth in the student's mother tongue, this suggests there is NO learning difficulty/ disability. This would mean there is no need to continue to the next step. A continuation of classroom accommodations, mother tongue and ELA support lessons, along with revisiting these accommodations at least</p>
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	every two months to provide best practice to help the student achieve, will be sufficient.
Step 6: Individual Support Plan/Referral to alternative setting	Step 6: Further Investigation
<i>Mother Tongue English Student</i>	<i>ELA Student</i>
<p>Results are presented and shared with school.</p> <p>When a learning disability is found, an Individual Support Plan will be made for the student together with parents, teachers, the Student Support Coordinator and MYP and DP Coordinators. Advice may be sought from the regional Educational Consultant.</p> <p>If it is felt that the school cannot sufficiently provide for the student's needs, the school will work closely with all parties involved to identify an appropriate alternative setting.</p> <p>If a learning difficulty is diagnosed, or the testing does not indicate any difficulties at all, classroom accommodations will continue and be monitored every term in order to provide the best practice to help the student achieve. The student will continue to work with a Student Passport.</p>	<p>Student Support Coordinator, together with the language teachers, will:</p> <ul style="list-style-type: none"> - organise a meeting together with parents/carers, teachers(s) and (where relevant) MYP and DP Coordinators to assess ongoing needs and plan support. - Discuss possible mother tongue testing options including reading, writing, listening, speaking and cognitive. This may involve referral to an outside agency.
	Step 7: External Assessment
	<i>ELA Student</i>

	<p>Student is tested by an external professional <i>in their strongest language</i>. The school will guide parents/carers through this process together with outside agencies. Assessments could include:</p> <ul style="list-style-type: none">• IQ• Social/Emotional/Behavioural• Language, Motor and Processing Skills• Reading, Writing, Mathematics
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	<ul style="list-style-type: none"> • Other
	<p>Step 7: Individual Support Plan/Referral to alternative setting</p>
	<p><i>ELA Student</i></p>
	<p>Results are presented and shared with school.</p> <p>When a learning disability is found, an Individual Support Plan will be made for the student together with parents, teachers, the Student Support Coordinator, language teachers and MYP and DP Coordinators. Advice may be sought from the regional Educational Consultant.</p> <p>If it is felt that the school cannot sufficiently provide for the student's needs, the school will work closely with all parties involved to identify an appropriate alternative setting.</p> <p>If a learning difficulty is diagnosed, or the testing does not indicate any difficulties at all, students will be provided with a Student Passport which details what their needs are, how they would like to be supported, any accommodations they require for assessments, any school-wide targets etc. ELA support provision will also continue.</p> <p>The accommodations included on the Student Passport will be monitored every term in order to provide the best practice to help the student achieve.</p>

6. What external agencies do we work with?

In addition to the support received from the Zuid Kennemerland partnership or 'samensweringverband', the school may also need to seek external support from outside agencies. This will only take place if the school's accommodations are not proving sufficient, or in some cases, if the student has previously received support from an outside agency.

Requests for external support will always be discussed with parents/carers beforehand as parental support and consent is needed when external experts are being consulted.

There are two main Dutch organisations that the school works with closely to offer support to our families. The Student Support Coordinator can refer parents/carers to these agencies and will help to guide them through this process:

Centrum voor Jeugd en Gezin (CJG) (*Centre for Youth and Family*)

- De GGD afdeling Jeugdzorg (local authority health service)
- The CJG also offer 'drop in' sessions at our school on a weekly basis (alternate weeks at

the MYP/ DP location) in order to provide an advice service to parents/carers regarding all areas of parenting and child development.

7. What types of inclusive access arrangements support the assessment of students with access requirements?

IB and ISH acknowledge that students with learning support needs, medical conditions or additional language learning challenges are often disadvantaged by the standard administration of internal and external assessments. Both IB and ISH strive to reduce any assessment barriers that prevent students from performing to the best of their ability. We do that by offering IB or school authorised inclusive access arrangements which are based on the following principles:

- The student is awarded grades that are not a *misleading description of the student's level of attainment*. (International Baccalaureate Organization)
- The student has the *aptitude to meet all assessment requirements*.
- The access requirements are based on teacher observations in the classroom.
- The access requirements are individual and remain confidential.
- The access requirements do not change the learning and assessment expectations for the student.
- The access arrangements do not give an unfair advantage to the student.
- The access arrangements are in line with the student's usual ways of working in class.
- The school continuously monitor the access arrangements to ensure that the school offers the appropriate support to the student.

The table below offers an overview of the possible MYP/DP internal and external assessment access arrangements:

Flexibility in duration of examination, course or deadline	IB authorisation required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	IB authorisation required?
Separate room	No
Seating	No
Alternative venue	Yes

Flexibility in presentation of the examination or input	IB authorization required?
Access to modification in presentation	Yes

Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

Flexibility in method of response	IB authorisation required?
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

Use of human assistance	IB authorisation required?
Care assistant	No
Prompter	No
Communicator	No
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No

Non-standard flexibility for an individual student	IB authorisation required?
Access to reasonable adjustment	Yes

For MYP/DP internal and external assessment access arrangements that require IB authorisation, the school must submit the following two pieces of support documentation:

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners.
- Educational evidence from the school.

A medical, educational or psychological professional with an appropriate professional licence in The Netherlands must write and sign the report. The report must have been undertaken and dated within three years of the intended examination session.

For additional language learners, standard scores on a standardised language test are required. The student should take the test not earlier than one year before the examination session and the educational evidence submitted.

The IB may review the supporting documentation for automatically approved requests and reserves the right to seek further clarification and/or amend the approved inclusive access arrangements where applicable. (International Baccalaureate Organization)

Works Cited

“Access and Inclusion Policy”. International Baccalaureate Organization, 2018.

“Diploma Programme: From Principles into Practice.” International Baccalaureate Organization, 2015.