



# Inclusion 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 Policy***

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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, considering 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/CP or DP curriculum.

This policy explains:

1. [How do we promote inclusion at ISH?](#)
2. [How do we define learning difficulties and disabilities?](#)
3. [What is our learning support register?](#)
4. [Who are the members of our Inclusion team?](#)
5. [What procedures do we follow when we have a concern about a student?](#)
6. [What external agencies do we work with?](#)

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 Kennemerland' ([www.passendonderwijs-zk.nl](http://www.passendonderwijs-zk.nl)).

Our policy is also informed by the International Baccalaureate Standards and Practices relating to inclusion (2020) which champion difference and diversity and the meaningful and equitable access of all students to the IB curriculum.

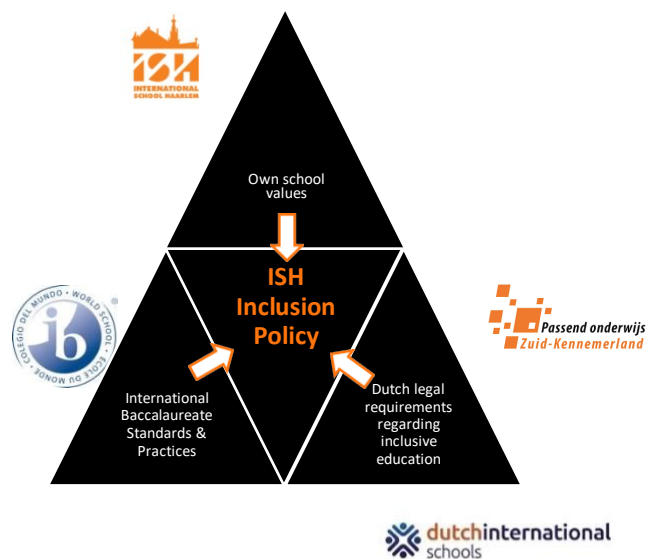
The ISH Inclusion & Student Support Policy is reviewed annually by the MYP/CP and DP Coordinators to ensure compliance with IB requirements and by the Inclusion Manager to ensure compliance with Dutch law requirements. Edits or additions are presented to the staff, students and MR. It is subject to two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

Comments or questions about the Inclusion Policy should be directed to [Clare Peterkin](#), Secondary Inclusion Manager

## 1. How do you 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 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.
- 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.
- Support with transitions:
  - When a student comes from another school, they get a "starter pack" sent to the parents/carers via email with school rules and student contracts to read and sign. Then, the form tutor meets the student on Wednesday after school, collects the signed documents, and gives a tour of the school answering all questions. The student's first official day at school is on Thursday. A student "buddy" is assigned to them as well, to help them settle, get them familiar with our routines and help them make new friends.



- When a student comes from our primary school, their teacher from group 7 and form tutors in MYP1 meet ahead of the school year. If the student is a supported student in primary, the student support team in primary and the inclusion team in MYP meet to discuss how to facilitate the student's learning in MYP. Towards the end of group 7, students in primary experience some "taster lessons". Students have the chance to visit the school building and to get to know some of their teachers.

## 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 most 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 enrol students with learning difficulties or disabilities?*

The International School Haarlem can 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 alternative educational provision.

### 3. What is our learning support register?

Students with learning difficulties or disabilities will be placed on our Learning Support 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 or talented' may also be placed on our learning support 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 English as an Additional Language (EAL) student, the Inclusion Manager, Learning Support Coordinator and English as an Additional Language teachers will work closely together to establish whether the difficulties can be attributed to language or a learning difficulty. Most EAL 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, CP 2 and DP 2 are required to undertake external summative assessments. Should any access arrangements be necessary for these assessments, the school follows International Baccalaureate guidelines.

The Inclusion Manager and Learning 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 subject teachers.

#### *Students without a known Learning Difficulty/Disability*

Students who start to display signs of difficulties at school are flagged up to the Inclusion Department using the school's concerns procedure (see below). Tutors, subject teachers, and the Inclusion 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 Inclusion 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.

### *Inclusion Manager*

- The inclusion manager oversees the inclusion team within the whole school.
- The inclusion manager is responsible to liaising with outside agencies so that students and their family's access the support that is available outside of the school environment (for details see section 6).

### *Learning Support Coordinator*

- Oversees all student learning 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.

### *Learning Support Case Managers*

- Responsible for a caseload of supported students including monitoring of student progress and general parent communication/meetings alongside subject teachers.
- Supporting and/or co-teaching in targeted subject areas as needed on a case-by-case basis:
  - is involved in unit planning, offering initial advice on scaffolding/differentiation to teachers of case-load students.
  - helps subject teachers find resources and adapt materials for supported students. In class facilitates structured support for students with additional needs through the employment of various co-teaching models.
  - Implementing accommodations for students where needed (for example, withdrawal or scribing for assessments.)

- Pull-out intervention for high needs students.
- Conducting 'check-ins' with a caseload of supported students to help manage workload, prioritise, and complete tasks.
- Development of strategies, approaches, and materials to support students across specific areas of needs.

#### *Learning Support Assistant*

- Assigned to specific subject area(s).
- Responsible for facilitating support in the lesson as directed by the subject teacher.
- Joins planning meetings where possible to help teachers plan and create resources for supported students.

#### *Student Counsellor*

- The student counsellor advocates for the student's well-being of all ages.
- The student counsellor works with students individually, in small groups or can lead whole class discussions around mental health.
- Students can refer themselves to the counsellor for support.
- Parents or teachers within our school can also refer students to the counsellor.
- The student counsellor offers drop-in sessions during registration, break, and lunch times.
- More regular support sessions are given during the school day where the student counsellor can help them to process and overcome problems.

### **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.

When the Inclusion Department is referred a case, the inclusion team discuss whether the student needs learning, language, or behaviour support. The team then decide on a strategy and a case manager to ensure the student receives the support they need.

This policy is designed for students who may require a referral to our inclusion department. It is intended as guidance only, and decisions will be made and reviewed on a case-by-case basis with consideration of the student's individual needs.

### *5.1 Who can refer a student to the Inclusion Team?*

Students may be referred to the inclusion team by parents, form tutor, subject teacher, or learning support staff. The student may also initiate a referral process by expressing a concern to their form tutor.

### *What happens initially when a student is referred to the inclusion team?*

The form tutor will be responsible for collecting feedback from subject teachers about the student's performance in each subject area and any concerns teachers may have. This information will be shared with the inclusion manager.

The inclusion manager will bring this information to the team will discuss the students' needs and decide on next steps.

Learning Support: the learning support coordinator will gather further information about the student's academic background and current academic performance by following up with any teachers who have expressed concern, meeting with the student, and meeting with the family as needed.

Following these meetings, the learning support coordinator will make an initial support plan to address the student's needs. This plan may include but is not limited to: strategies teachers might use to support the student, teaching of specific ATL skills, materials the student might use to review academic content, use of support staff in particular lessons or enrichment activities or opportunities. There will be a review of student progress in approximately 6 weeks.

After the 6 weeks, the learning support coordinator will follow up with the student, form tutor, and subject teachers to determine if progress has been made. If the student is accessing their learning with this plan in place, the learning support coordinator will follow up again at the end of the next full term to review the support that is needed.

Behaviour or Mental Health Needs: The inclusion manager will gather further information about the student's behaviour or mental health needs by following up with any teachers who have expressed concern, meeting with the student and the family as needed. Following these meetings, a plan will be made with the student counsellor, form tutors or outside agencies as needed.

### *What happens if the student needs support beyond the initial support plan?*

If after 6 weeks, the student continues to struggle to access their learning, the student will be added to the Learning Support Register as a monitored student. A more structured support plan will be put in place, including but not limited to: individual check-ins with a support staff member, individual support during homework club, scaffolded and/or modified tasks, support

during lessons from a support staff member. This plan will be put in place after close communication with subject teachers, form tutor, and student's family.

#### *When might a student need testing?*

Monitored students who continue to struggle to access their learning after a full term may be referred for testing. This process depends on the nature of the student's needs and their current year group.

*Students in MYP1 - MYP3* may be referred for an in-school screening for possible learning difficulties through a GL Assessment. This is an online assessment that can identify if there is a need for follow up from an educational psychologist. The GL Assessment cannot diagnose a specific learning disorder or necessarily identify the presence of one, but it can give a good idea of whether or not there is a need for additional testing, identify the student's strengths and needs, and provide suggestions for how teachers can support the student. The GL Assessment can screen for potential difficulties including: dyslexia, language processing and literacy challenges, dyscalculia.

Families can of course have their child assessed by an educational psychologist if they choose to pursue a potential diagnosis at this time. However, families should be aware that in order to secure IB access arrangements for e-assessments in MYP5, it will be necessary to be re-tested at the end of MYP4.

*Students in MYP4 and above* who may need further testing will need to be referred to an educational psychologist who can provide documentation necessary to secure access arrangements for the IB exams in MYP, CP and DP. Only after a diagnosis from an educational psychologist can a student be added to the Learning Support Register as SEND student.

#### **5.1.1 IB Access Arrangements:**

When a student has formally qualified for IB access arrangements (via documentation and/or standardised scores from an outside provider such as an educational psychologist), then the inclusion manager applies for the necessary arrangements via the IBIS system. Once these are approved, the student, family and teachers are informed, and the arrangements become part of the students' working norms. The IB Access and Inclusion policy is adopted and followed by ISH. Examples of IB access arrangements are: additional time, use of a word processor, modified papers, a reader or a scribe.

## **5.2 Referral to the Student Counsellor**

Students can refer themselves to the student counsellor by emailing the school counsellor directly ([lisa.scalpello@internationalschoolhaarlem.nl](mailto:lisa.scalpello@internationalschoolhaarlem.nl)) or by dropping by the student support room on Tuesdays, Wednesdays, or Thursdays before or after school, during registration (with permission from the form tutor) or during break or lunch times. If a student sees Lisa on a regular basis, then a time within the school day will be found. Parents and carers can also contact Lisa via email. Members of staff may also refer students to Lisa as they feel necessary. In these cases, the referral process is detailed in [Appendix A](#).

## 6. What external agencies do we work with?

In addition to the support received from the Zuid Kennemerland partnership or 'samenswerkingverband', 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*)

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## Appendix A: International School Haarlem Counsellor Referral Process

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