



Inclusion Policy – Primary

*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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1. ISH Inclusion Vision

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 strive to create a diverse environment where all of students feel physically and emotionally safe and can access learning in a way and at a rate that suits their individual needs.

We have a clear and responsive support structure in which teachers 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 curriculum.

2. Guiding Principles

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 from primary to secondary or to another school.
- A student passport 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.

3. Purpose of the Policy

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 Primary schools 'Passend Onderwijs Zuid Kennemerland' (www.passendonderwijs-zk.nl). The ISH Primary Inclusion Policy is reviewed annually by the Inclusion Team. Edits or additions are presented to the staff, students and MR. It is subject to review every two years by the Senior Leadership Team and MR.

4. Defining Supported and EAL Students

How do we define supported students?

Supported students 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. For some students, barriers to learning take the form of a learning difference or disability, these might include:

- Mild to moderate learning differences
- Mild to moderate social, emotional and behavioural differences
- Medical conditions
- Mild to moderate speech differences
- Learning and physical disabilities that the school can accommodate
- Children who are working significantly above age-expectation

When necessary, the school consults with external agencies for support and advice. In rare cases, the school is not the right environment for a student with complex learning and/or developmental needs. The school, in collaboration with the samenswerkingverband, has a duty to find a place in a school where the student's needs can be met.

How do we define students as having English as an Additional Language (EAL)?

A student is classed as having English as an Additional Language (EAL) if the language they have been exposed to the most is not English.

An EAL student is said to need EAL support if their English is at a level where they need a differentiated curriculum.

At ISH, we categorise EAL learning needs in 5 levels:

- A Beginner: New to English
- B Beginner: Early Acquisition
- C Intermediate: Developing confidence - becoming a competent speaker but developing academic language
- D Advanced: Competent - participating fully in most classroom activities but needs support where language demands are high
- E Fluent: Can meet the demands of the classroom

At ISH, although our working language is English, we encourage children to express themselves in their home language too. We are developing the use of home languages in our school through:

- celebrating languages in our classrooms
- celebrating mother-tongue and international days
- hosting 'home language' lunches across Upper Primary
- developing our library to reflect the languages spoken in our school

5. Admissions

In line with Dutch law, our philosophy is to include students with learning differences and disabilities wherever possible within a regular classroom setting, sometimes with the use of additional interventions and/or a modified curriculum.

Admission to ISH is, however, dependent upon the school's facilities and academic programme being deemed appropriate to the applicant's needs - and on the student's ability to benefit from the curriculum. As stated in our admission's policy, we are unable to accept students who:

- Have complex special educational and social and emotional needs
- Who need materials equipment and/or specialised help that cannot be offered in school or who have physical disabilities we cannot accommodate.
- Who require one-to-one support to access the curriculum.
- For students with or those who have previously received learning support, the following conditions will apply:

-Reports and relevant testing details need to be supplied before admission

-Details of the child's difficulties/requirements need to be clarified and discussed with the Student Support Coordinator before admission

- If, after a period of no less than six weeks in school, we feel we cannot meet the academic, social/emotional or physical needs of your child, we reserve the right to transfer to a setting that we, the school, believe can better accommodate these needs, or ask that you do so. This may be within the Dutch system.

6. Identification Procedures and Processes

How do we identify students with learning differences?

The identification of learning differences is built into our overall assessment and progress-tracking programme for all students. Class teachers and support staff use a range of both formative and summative assessments to track students' progress and are therefore alert to any emerging difficulties. Regular whole-school testing in specific key-skill areas also help to identify any students making less than expected progress given their age and individual circumstances.

Using Summative Assessments

When a student has a standardised score in the high 80's or low 90's, the support coordinator meets with the class teacher to check differentiated work in the class is taking place. She supports the teacher with advice of best practice teaching strategies for the child. This child is then monitored.

If a student has a standardised score of mid 80's and below the student becomes part of the supported student register. The child has a support plan with targets as well as planned intervention work.

A student who is receiving EAL support and scores in low 90's or below may do so because of their language needs. Their individual progress is tracked closely but they do not need to be placed on the student support register. A student needs to have been learning English for at least 2 years before difficulties not relating to language can be identified.

Some students are enrolled at our school with pre-identified learning differences or have received support in their previous setting. In this case, we will consult closely with parents/carers and the students themselves to gain a clear understanding of the nature of their learning needs and the success of any previous support provision.

Using Formative Assessments

Classroom teachers use formative assessments, for example the observation of students and monitoring of work and progress, to identify learning challenges and the possible need for additional support.

How do we manage provision for supported students?



At ISH, we use a graduated approach to managing provision for students' learning needs.

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.

(For further information please see appendix 1)

We believe that the first step in supporting students who may have learning differences is the provision of high-quality teaching. This is defined by good teaching and learning, effective differentiation, close monitoring of student progress and high aspirations.

Where students require support in addition to that provided by the class teacher, additional interventions designed to help them:

- achieve their learning goals
- accelerate progress
- tackle fundamental errors and misconceptions that are preventing progress

An intervention may take place in a small group or 1:1 setting. The timeframe of the intervention will be determined by the students' progress and response to the support.

How do we identify students with EAL needs?

New students with English as an Additional Language will first be identified through OpenApply, where parents provide their view of the child's proficiency in English in the form of a score 1-3.

On admission to the school, children are assessed by an EAL teacher in the areas of reading, writing, speaking and listening and the level of support determined.

How do we manage provision for EAL students?

Support for EAL students can include:

- Pull-out English lessons with an EAL teacher
- Classroom teaching strategies which consider learners' language and cultural background.
- Pre-teaching of vocabulary and key concepts.
- Support resources (For example, knowledge organisers, simplified texts, vocabulary notebooks).

The need for pull-out sessions with an EAL teacher is based on the individual needs of the child. When a student no longer requires EAL provision, they will demonstrate the ability to take part fully in all classroom tasks and activities. This is taken on an individual basis and in agreement with the EAL teacher, classroom teacher, student and parents.

7. Assessment Procedures and Arrangements

What assessment accommodations are available for supported students?

Identified students may be eligible for assessment accommodations that can include:

- Additional time
- Sitting a test in multiple, short sessions
- Small group or 1:1 assessment delivery
- ICT support materials
- Access to general learning resources

Further information regarding assessment accommodations can be found in the Assessment Policy.

8. Roles and Responsibilities

To ensure inclusive provision, we have a whole-school approach to supporting students at ISH.

Classroom and Specialist Teachers

Close collaboration between the classroom or specialist teachers and the Inclusion Department staff is necessary for the successful implementation of support.

- Observe students, communicate any issues/concerns arising with students with the appropriate class teacher.
- Plan and implement accommodations in the classroom where needed.
- Work with the Student Support Coordinator, the student and parents/carers to plan support for the student.
- Discuss students of concern in student review meeting.
- Ensure appropriate record keeping.

Support Teachers and Assistants

- Work within the classroom to assist teachers and offer support to targeted students.
- Run interventions outside of the classroom to support students with a particular area of the curriculum or provide social / emotional / behavioural support.
- Ensure appropriate record keeping

EAL Teachers

- Support children through EAL lessons and/or in the classroom
- Provide language support materials so that children can access the curriculum in the classroom.
- Assess and monitor the language needs of children
- Ensure appropriate record keeping

The Inclusion Team

The Inclusion Team is made up of the EAL Subject Lead Teachers and the Student Support Coordinator. Members of the inclusion team are responsible for:

Student Support Coordinator	EAL Subject Lead Teachers
• Oversees all student support within the school. • Supports 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. • Monitors effectiveness of interventions.	• Oversees the provision and support of all EAL students. • Monitors the planning and teaching of language lessons and accommodations. • Promotes high standards of provision throughout the school • Implements developments to ensure an effective EAL curriculum • Communicates with parents/carers and teachers. • Ensures good record keeping • Promotes the use of students' mother tongues languages

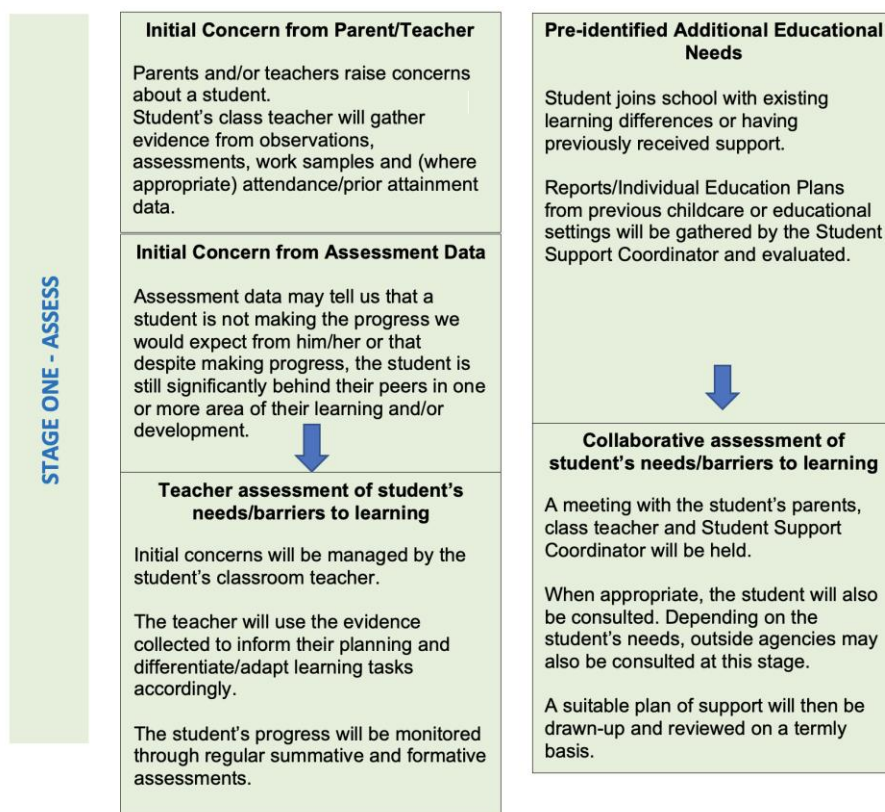
Students and Parents

- Students to be aware of and to reflect on their targets and progress.
- Parents/Carers to support and carry out recommendations made by school/external agencies.

9. Appendices

Appendix 1

School procedure for identifying and supporting students with learning differences. The procedure is mapped against our four-stage approach to provision (assess, do, plan, review).



STAGE TWO - PLAN

Planned and Graduated Support

Using information gathered from the Consultation, a graduated support plan will be put into place and reviewed on a regular basis and at least once per term.



Wave 1: In Class Support:

teacher's lesson planning show differentiation for targeted students.

- Teacher uses consultation to inform planning and adapt work/classroom environment to better meet student's individual needs or areas of underachievement.
- Student's progress continually monitored as part of teacher's regular summative and formative assessments.
- Wave 1 support monitored twice a year by the Student Support Coordinator.



Wave 2: Small Group/Targeted Intervention:

- A student is withdrawn from class to attend small group or individual intervention which is specific and time-limited.
- The Student Support Coordinator will be responsible for the creation of a support plan for students which set out the specific targets of the intervention. The plan will be written in consultation with the class teacher.
- Additional assessments may be carried out and/or external agencies consulted at this stage to identify any learning differences.



Wave 3: 1 to 1 Intervention

If within the capacities of the school, students with identified learning differences attend 1 to 1 targeted or specialised support outside of the classroom, designed to address specific academic, social or emotional needs. Students will have a support which sets out the specific targets of the intervention.

STAGE THREE: DO

Interventions Carried Out

Wave 1: Implementation of support strategies, monitoring and tracking by class teachers. Learning walks carried out to ensure students are receiving the support they need.

Wave 2 & Wave 3: Implementation of interventions, monitoring and tracking by Student Support and/or other agencies.

Review Consultation

Wave 1: Class teacher will evaluate the success of provision against planned outcomes.

The four-stage cycle will then be repeated again, starting with an assessment regarding the necessity of further adaptations to in-class provision by the class teacher or the acceleration of the student to Wave 2 support and possible assessment of learning differences.

Waves 2 and 3: Student Support will evaluate the success of the delivered interventions against planned outcomes.

The four-stage cycle will then be repeated again, starting with an assessment of the student's progress and a consultation to decide upon the most appropriate support going forwards. Outside agencies or specialists may be consulted at this stage for assessment of/support.