

# Inclusion Policy

## Mission, purpose and objectives

All children and young people are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals making a successful transition into adulthood.

As an international school, ISUtrecht welcomes differences between students as part of an international school community culture with its own diverse and dynamic student population. Through promoting and creating a positive and supportive environment for student's learning, development and well-being, the school aims for all its students to reach their full potential and be successful learners.

As a mainstream school with a clear academic orientation, all inclusion practices are offered within the mainstream environment. Students with additional educational needs are included in the mainstream classroom.

## Purpose of the inclusion policy

The policy is designed to help understand the nature and details of the inclusion practices at the international School Utrecht (ISUtrecht). It is written with regard to existing legislation and will also take into account statutory and non-statutory related guidance, including but not limited to the principles and practices of the International Baccalaureate, as well as the Dutch Education Act, 2014 (Wet Passend Onderwijs 2014) and the conventions of the Rights of the child. The policy gives an outline on the school's objectives related to inclusion, as well as its guiding principles and defines the framework designed to help the students and the school attain these goals.

In line with the IB inclusion statement, we define inclusion and inclusion practices as...

...an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning. It is a whole-school educational approach, that involves change and is facilitated in a culture of collaboration, mutual respect and support.

## Objectives related to inclusion

With the development and implementation of inclusion policy, ISUtrecht aims to:

- create an environment that meets the educational needs of each child,
- focus on the best interest of every student,
- be responsive to the needs and strengths of every student,
- identify a child who has additional educational needs as early as possible,
- ensure that additional needs are identified, assessed and provided for and thus to facilitate provisions to reduce barriers to learning,
- ensure that our students have a voice in this process and parents are able to play their part in supporting their child's education,
- identify roles and responsibilities of staff in providing for children's additional needs,
- promote effective partnerships and involve community partners when appropriate.

## Additional educational needs

Additional educational needs refer to various groups of students who for a variety of reasons may face additional barriers to education and learning. This includes students with a diagnosed learning disability or learning difficulty.

*Additional educational* needs can be categorised under the four broad areas of development:

- Communication & Interaction: Speech, language and communication needs, autism spectrum disorders.
- Cognition & Learning: Moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination disorder.
- Social, emotional and mental health difficulties: such as attention deficit hyperactivity disorder, attachment needs, stress, depression and anxiety.
- Sensory and/ or physical needs: such as visual impairment, hearing impairment, multi-sensory impairment, physical disability.

A *learning difficulty* means that the student has a significantly greater difficulty in learning than the majority of others at the same age.

A student has a (learning) *disability* if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. This may include long term health conditions. A student with a disability may have additional educational needs if the disability prevents or hinders him/her from making use of school facilities.

Needs often cut across these different areas and they also may change over time. Additional needs are best considered in terms of a continuum from milder needs to more complex needs.

### English Language Acquisition (ELA) and inclusion

Students who have English as an additional language do not automatically have additional educational needs just because their first language is not English.

The ELA team will involve the schools student support team where the need should arise.

More on the needs of language learners, and how we meet these needs, can be found in the [language policy](#).

## Inclusion and admissions policy

All students applying to ISUtrecht will be admitted according to the admissions criteria. As an IB world school International School Utrecht offers a complete and connected International Baccalaureate programme for students from 4-18 from diverse international backgrounds. Both primary (primary years programme) and secondary (middle years programme and diploma programme) education is offered in an English-speaking environment. The school welcomes applications from student all over the world, who can demonstrate a need for international education.

Admission of students with additional needs is undertaken on a case-by-case basis, always using the best interest of the student as a guidance when considering 1) whether or not the school programme is appropriate to the applicant's needs, 2) whether or not the student can benefit from the curriculum, 3) the places available, and 4) if the school is able to support the needs of the student.

Once a student is accepted to the school, staff is committed to guide and assist the student with any educational needs, where possible, to ensure equal access to the curriculum.

You can read more about our admissions procedure and criteria in our [admissions policy](#).

## Identifying and supporting additional educational needs at ISUtrecht

### Supporting students: the guiding principles

To proactively address the academic, behavioural and social-emotional needs of every student in school, the school uses a comprehensive framework and approach based on the following guiding principles:

1. **Student-centred** – focus on the best interest of every student;
2. **Needs-based** – responsive to the needs and strengths of every student;
3. **Prevention- oriented** – focus on early detection and intervention;
4. **Results-focused and systematic**– based on proven practices and aimed at positive results;
5. **Collaborative and transparent**– parents, teachers, students and others work together to develop appropriate and purposeful programmes for teaching and learning for all students;
6. **Culturally responsive** – reflective of and responsive to student diversity;
7. **Equitable** – provides students with access to the supports they need to be successful

The term *inclusion practices* refers to all support given to students with the aim of increasing access and engagement in learning by removing barriers to learning. This includes the support given to students with additional educational needs and advanced learners (those students who are operating at a significantly higher level than the expected outcomes of their peers).

Support is broken down into the following areas:

- Academic support;
- Pastoral support.

The needs of students often cut across different areas of development, and so does the support – it is not uncommon that students receive both types of support, and that the type of support needed, changes over time.

Emphasis is put on prevention and the early identification and support of students with additional educational needs.

#### Supporting students: a shared responsibility

Being successful in supporting students and meeting the needs of all learners relies on collaboration at all levels. The inclusion policy supports this shared responsibility of all community members, teachers, students and parents, to develop appropriate and purposeful programmes for teaching and learning.

In the following sections we describe the involvement of ISUtrecht staff, parents and community partners. More on the roles and responsibilities can be found in **Appendix A**.

#### *Involvement of parents*

At ISUtrecht parents are an essential partner and form a vital part in offering effective support to the students. Parents with their unique knowledge of their child will be consulted, given opportunities to share their views and be an integral part of the ongoing support process.

In primary, the classroom teacher forms the link between the students' school- and homelife and the first point of contact for parents. In secondary, this is the role of the mentor. Their role is to guide the students through their education, in the broadest sense. Both are at the core of the ISUtrecht inclusion practices. When concerns arise, the classroom teacher and mentor are responsible for involving both parents as well as the student support team. It is also possible that the school strongly recommends the parents to help their child at home with or without the use of external providers (eg a tutor or physiotherapist).

It is possible that the parents have already taken steps to meet their child's needs. It is common for children - outside school - to receive treatment from a speech therapist, physiotherapist, tutor, etc. It is strongly recommended that close contact is maintained between parents, school and the various external providers.

### ISUtrecht staff and the student support team

All staff at ISUtrecht have a responsibility to understand and include all learners. When students have additional needs, parents, teachers, students and community partners will work together in meeting the needs of these learners.

Teachers can involve the student support team. This team support student's ability to learn and teacher's ability to teach. Within school they advocate inclusion practices and:

- Coordinate and monitor the support available for the students in the school;
- Facilitate links to the community partners and other external providers;
- Enable students with additional needs to continue to access and engage in learning;
- Assist staff to manage and teach all students effectively;
- Ensure new staff members are being briefed about policies and procedures relating to student well-being and support;
- Advise/ consult with school leadership on the development and review of effective inclusion policies and structures.

### Community partners

The school works closely together with its community partners.

As a school that is partly funded and supported by the Dutch government, ISUtrecht is a member of two regional support networks (*samenwerkingsverbanden*) in Utrecht. For Primary we are a member of *Samenwerkingsverband Primair Onderwijs Utrecht* and for Secondary we are a member of *SterkVO*. Both networks are there to advise on and arrange support for, students with additional educational needs.

For matters related to the health of our students, the municipality of Utrecht appoints a school doctor and nurse. Depending on the needs of the student and the family, ISUtrecht works closely together with the Attendance officer (*Leerplicht ambtenaar*) and our local social care (*Buurtteam*).

### Supporting students: a continuum of support

Additional needs are best considered in terms of a continuum from milder needs to more complex needs. Support is provided on a continuum – from classroom-based support for mild/ or transient needs to individualized support for more complex and or enduring needs.

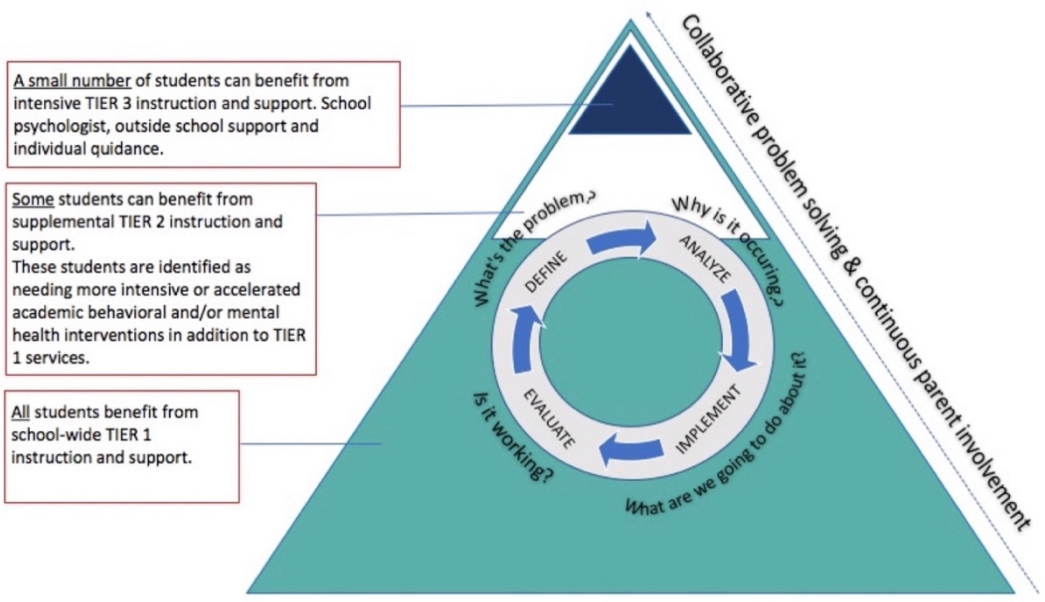
|                         |   |   |   |                        |
|-------------------------|---|---|---|------------------------|
| Milder needs            | → | → | → | More complex needs     |
| Classroom based support | ← | ← | ← | Individualized support |

As outlined in the diagram below, our support is organized through three tiers. These tiers form a continuum to provide students with instruction and intervention at increasing levels of intensity.

The foundation for all students is the curriculum and high-quality instruction provided in TIER 1 (classroom support). Building on this foundation, TIER 2 (school support) and 3 (school support plus) interventions provide supplementary services and interventions for students with additional educational needs.

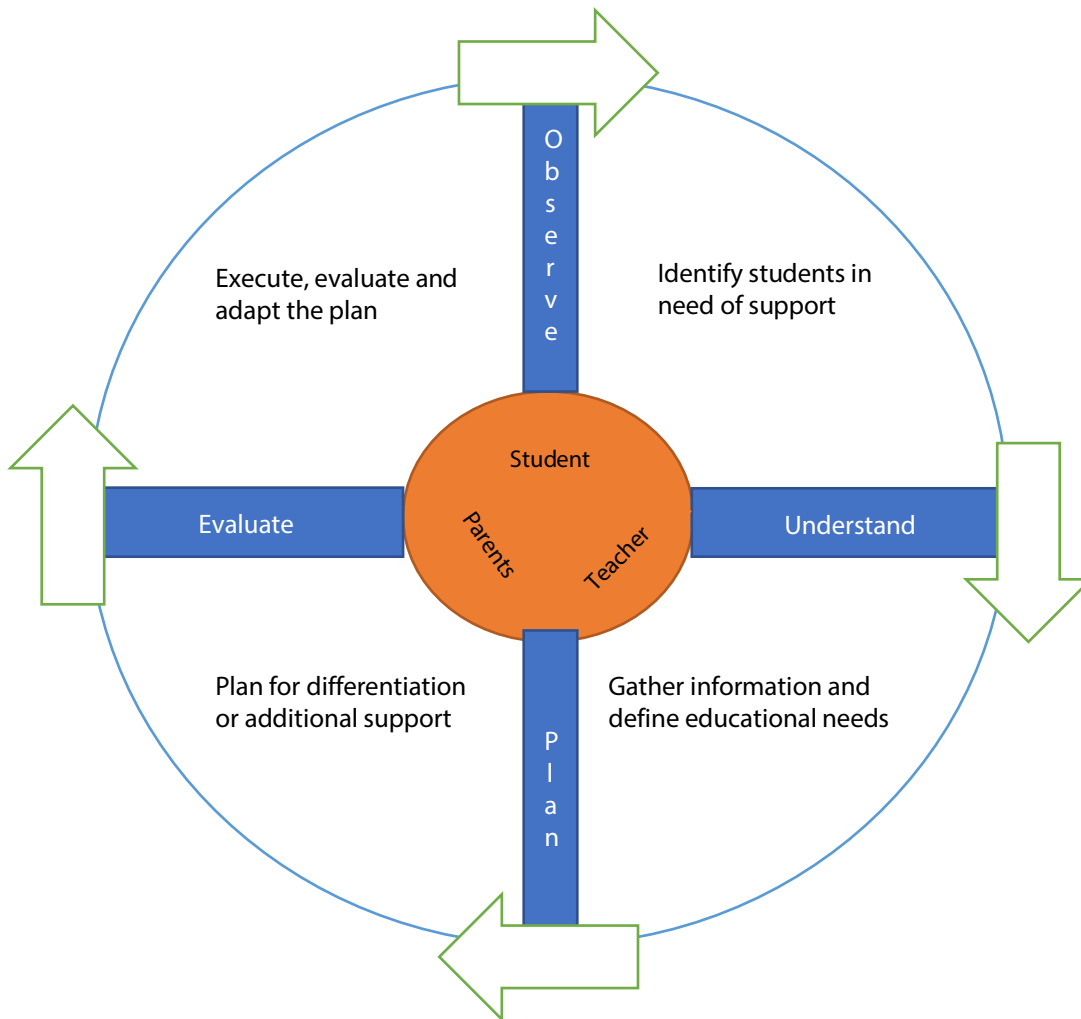
The support we offer in TIER 1 and the additional interventions in TIER 2 and 3 is defined through annual dialogue across the school. The steps taken is recorded and updated regularly in the schools Provision Map.

For an outline of the three tiers of support, please refer to **Appendix B**.  
For the current Provision Map, please refer to **Appendix C**.



## Supporting students: a needs-based approach

In both primary and secondary, underpinning all provision at each tier in the continuum of support, is the needs-based approach cycle of:



The cycle offers a practical, systematic and solution-focused way of addressing concerns and meeting student's needs. It describes and supports the simple, informal solution-focused approach and inclusion practices commonly used by teachers to support their students. It also structures the formal solution-focus approach needed to support students with additional educational needs. For these students, the phases help focus on establishing an understanding of the student's strengths, barriers and needs, identifying aims and the support that will make a positive difference to the development of the student.

The phases are explained in detail in the following section:

### **Phase 1: Observe**

Any indications that a student may have additional educational needs should be explored and addressed. When a teacher, parent or other professional expresses a concern about a student in school, the following questions are considered before deciding to initiate further support:

- Do the student's skills and behaviours fall within the range of what is considered typical for his/her age group?
- To what extent do any gaps in skills and behaviour affect the students learning and socialization?
- How is the student responding to simple interventions already in place (differentiation, adjustment to teaching style)?

Depending on the answers, the next step could be classroom support (when needs first arise) school support (for more severe needs or after review of the classroom support) or school support plus (for persistent or more severe needs/ after review of school support).

### **Phase 2: Understand**

The next step in the process is information gathering to make an (initial) assessment of the students' strengths (additional) needs. This information will be used to inform planning. Being successful in supporting students and meeting the needs of all learners relies on collaboration at all levels – involvement of parents is therefore always part of this phase and the next phases.

The following may be used and/or requested, depending on the concern, needs and questions:

1. In the classroom/ in school
  - Samples of work
  - Observations of the students learning and behavior, learning style
2. From the student
  - Personal experience/perception of any difficulty (in an age appropriate way)
  - Views about what currently helps
  - additional actions/strategies, which they feel may help
3. From the parents
  - Information on the student's health and development
  - Results from previous assessments/ screening/ psychological assessment.
  - Factors which may be contributing to any difficulty
  - Information on the students learning and behavior in school and at home
  - Views on what they think may help
4. From other sources
  - Information on file on educational background
  - With parental consent, information and advice from other involved agencies.

### Phase 3: Plan

In collaboration between home and school support will be planned and implemented. A review date is agreed.

When support on tier 2 (school support) or tier 3 (school support plus) is needed, the support will be written down in the student profile and individual education plan (IEP). These documents include:

- A description of the students' strengths and needs
- Parental involvements and support
- Staff involved in implementing the plan
- Involved community partners/therapists
- Additional provision and frequency of the support
- Review date

### Phase 4: Evaluate

When support on Tier 2 or 3 is implemented a formal review meeting will take place between teacher(s)/ mentor and parents. A review of the support given, will focus on

- The student's response to learning/behavioural interventions
- Progress made by the student
- The effectiveness of the actions taken
- Suggested next steps

The outcomes could be:

- The student continues to receive the support as given
- The support is no longer necessary
- More support is necessary

## Complaints

For any concerns or complaints in relation to our inclusion practices, the first point of contact is the whole-school student support coordinator. Should the issue remain unresolved, a confidential advisor (*vertrouwenspersoon*) is available, who is able to listen, give information on law and rules and guidance on the next steps to reach a solution.

Additionally, the ISUtrecht complaints procedure enables all registered students at ISUtrecht, parents of registered ISUtrecht students and ISUtrecht staff members to raise concerns about the school. The procedure can be found on the school website.

Complaints about decisions taken by the local authority or external providers should be addressed to the organisation directly.

## Review process

This policy document will be reviewed in accordance with the review cycle set by the senior leadership team.

The student support coordinator together with the programme leaders will ensure the implementation of this policy. It is shared with all stakeholders.



## Appendix A

## Roles and responsibilities

### All teachers

Teachers ensure quality teaching, and plan differentiated lessons taking account of student needs and areas of development. They work closely together with parents and the student support team taking into consideration advice provided by outside service providers in developing resources, teaching strategies or approaches.

### The classroom teacher (primary)

In Primary, the classroom teacher forms the link between the students' school- and homelife. They are the at the core of the ISUtrecht inclusion practices. Tracking student performance, schoolwork, relationships with teachers and students and the students' personal development all play an important part in the day to day activities of the classroom teacher.

When concerns arise, the classroom teacher is the first point of contact for parents, school staff and community partners. Their role is to guide the students through their education, in the broadest sense, at ISUtrecht. They are responsible for involving the student support team if necessary.

### The mentor (secondary)

In secondary, the mentor forms the link between the students' school- and homelife. They are the at the core of the ISUtrecht inclusion practices. Tracking student performance, schoolwork, relationships with teachers and students and the students' personal development all play an important part in the day to day activities of the mentor.

When concerns arise, the mentor is the first point of contact for parents, school staff and community partners. Their role is to guide the students through their education, in the broadest sense, at ISUtrecht. They are responsible for involving the student support team if necessary.

### Students & parents

Students are to be encouraged to give their views whenever it is appropriate. The involvement of students in the development, implementation and evaluation of their support is an effective way to develop self-management and independence. They should:

- Be given the opportunity, regardless of age, to say what they want for the future and give insight in their needs.
- Take part in goal setting and planning.
- Be aware of their learning goals and actively strive to improve bases upon these goals.
- Understand the accommodation and self-advocate for these when appropriate
- Reflect on their progress in meetings with parents.

Parents have unique knowledge of their child and will be consulted, given the opportunities to share their views and be an integral part of the ongoing support process.

### Programme Leaders

The programme leaders are responsible for leading their teachers and students from both an academic and pastoral point of view. They work closely with teachers to deliver and align the curriculum of the PYP / MYP / DP. Together with the mentors/ classroom teachers they are responsible for providing a structured pastoral programme. They work closely together with the team to ensure all students receive the guidance they need.

### Grade level coordinators (Primary)

The Grade Level Coordinator is crucial in developing the culture of the PYP in the school context at ISUtrecht. The position coordinates teaching, planning and learning within the grade level, and if it's necessary, communicates and connects with other grade level coordinators to ensure continuity and progression throughout the curriculum. The grade level coordinator has an overview of students needs in their grade level and work closely together with the teachers and the student support team to ensure all students receive the guidance they need.

### Subject Area Leaders (Secondary)

The prime role of the Subject Area Coordinator is to provide strong academic co-ordinatorship. The Subject Area Coordinator is required to lead, manage and develop the subject area to ensure it achieves the highest possible standard of teaching and learning in their subject and are leading in the implementation of tier 1 practices in their subject area.

### Senior Leadership

The senior leadership team (as detailed in the school's organogram and school guide) is responsible for the leadership and management of the school and is leading in the development of the school's vision on inclusion, wellbeing and student support. Each member of the team has specific responsibilities. Within the senior leadership team, the head of school is responsible for student support and inclusion.

### Student Support Team

The student support team is responsible for advocating inclusion practices and the coordination, development and delivery of appropriate programmes and services to support students with additional educational needs.

They support student's ability to learn and teacher's ability to teach. They:

- Coordinate/ monitor the support available for the students in the school;
  - Facilitate links to the community and other non-school support services
  - Enable students with additional needs to continue to access and engage in learning;
  - Assist staff to manage and teach all students effectively;
  - Ensure new staff members are being briefed about policies and procedures relating to student well-being and support;
  - Advise/ consult with school leadership on the development and review of effective inclusion policies and structures.
- **Student Support Co-ordinator**  
The coordinator is responsible for the leadership and general supervision of the student support team members. The co-ordinator liaises with staff and feeder schools and maintains contact with community partners.
  - **Student support specialists**  
From Kindergarten to grade 12 the student support specialists support our teaching staff with creating resources and advise on differentiation practices.

The student support specialists support the teachers in meeting the diverse learning needs of students with additional needs. They collaborate with teachers, assistants, parents and other staff/agencies to support student success. Through their professional training they can offer specific knowledge and strategies regarding student diversity and represent a coordinating link among staff. They design, monitor and assist in the delivery of interventions designed for the student's development.

- **The Careers Counsellor**  
The careers counsellor runs the University and careers counselling programme. This programme provides students with the opportunity to develop the skills, knowledge and habits that will support them in their tertiary education and later career path. The careers counsellor works on all levels of the continuum of support. Plenary class sessions integrated in the mentor programme and individual appointments, supplemented with open days and visiting recruiters, form the core of the programme.

Through the ISUtrecht student support programme students have independent access to University and careers counselling for any related cases that are beyond the scope of the regular programme.

- **The School Psychologist**

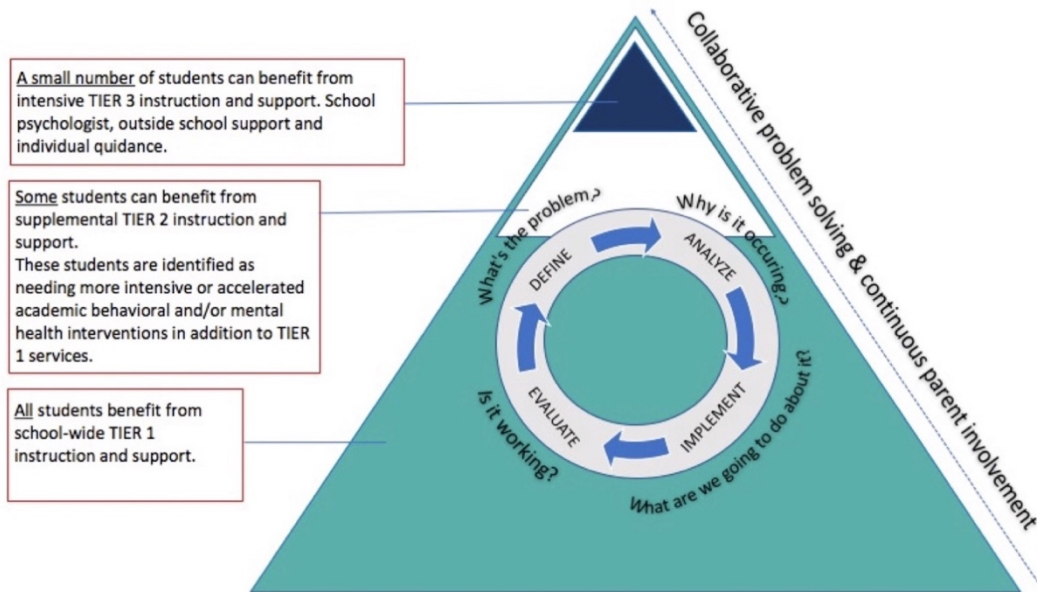
The school psychologist provides individual assessment information about a student that will lead to information, strategies, resources and supports to assist in the student's overall development. They also have individual and group support contact with students, parents and teachers. The school psychologist can support teachers and students on all levels of the continuum of support.

### English Language Acquisition Team

A large number of ISUtrecht students come from multilingual households. Some students start at ISUtrecht speaking a language other than English and need assistance in order to proficiently learn English as an additional language. The specialists in the ELA- team work in close collaboration with teachers to provide support for all children that are still acquiring English. Depending on the needs of the student, the ELA team and the student support team work together in providing support for the student. More on the needs of language learners and how we meet the needs of these students, can be found in the [language policy](#).

## Appendix B Continuum of support

Our inclusion practices are organized through three primary tiers. These tiers form a continuum of support to provide students with instruction and intervention at increasing levels of intensity. The foundation for all students is our curriculum and high-quality instruction provided in Tier 1. Building on this foundation, Tier 2 and 3 provide supplementary services and interventions for students with additional educational needs.



### TIER 1: Classroom Support

All students benefit from the school-wide TIER 1 instruction and support. At this level, high-quality teaching methods are used to instruct all students in the core curriculum, providing them with a solid grounding in academic, social- emotional, and behavioural skills. Most students will experience success through this core curriculum.

Early identification and prevention are crucial at this level. Classroom support is the most common and typically the first response to emerging needs. It is a response for students who have distinct or individual additional needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other students in their class. Teachers monitor student progress on an ongoing basis to identify and address academic, behavioural and social- emotional needs as soon as they appear.

It incorporates the simple, informal solution-focused approaches commonly used by class teachers to support emerging needs. They differentiate classroom instruction in response to diverse student strengths, needs, interests, and learning styles. Parents will receive information on how a student is performing through report cards, contact with teachers and regularly scheduled parent/teacher conferences.

**Tier 1 core curriculum and instruction is the foundation for all students, including those who may access Tier 2 and Tier 3 interventions. A provision overview for both primary and secondary can be found in Appendix C.**

## TIER 2: School Support

In some cases, interventions at classroom support level are not enough to fully meet the student's additional needs. School support may therefore be required. The class teacher will involve the student support team in the problem-solving process at this point. More systematic gathering of information and the development and monitoring of a student profile will take place at this point.

Once a need is identified the teacher will work together with the student, parents and support staff to develop a support plan for the student. Students may receive targeted interventions for specific academic, behavioural and/ or social-emotional needs. An intervention that is designed to address targeted student needs can be provided within the regular classroom or within a smaller learning setting. Students are monitored more frequently to help determine progress with the use of these additional supports.

**A provision overview for both primary and secondary can be found in Appendix C.**

## TIER 3: school support plus

If a student's additional needs are severe and/or persistent, students are likely to need intensive support. Tier 3 support refers to the most intensive level of support and is reserved for the small percentage of students who continue to demonstrate significant and persistent academic, behavioural, social-emotional or medical needs after receiving support at Tier 2. School support plus will generally involve the involvement of our external support team and community partners in the problem-solving and intervention process. Classroom support and school support will continue and also form the basis of the intervention and problem-solving at this level. The frequency, intensity, scheduling, setting, and duration of the interventions are determined by individual needs. In providing school support plus the school's support team works closely together with its partners. Depending on the needs of the student the school doctor, school psychologist, attendance officer or 'samenwerkingsverband' may be involved. Some students, including those with severe, complex needs, may require intensive interventions and treatments by professionals from outside of school.

**A provision overview for both primary and secondary can be found in Appendix C.**

## Appendix C

## Provision map 2020-2021

| TIER 1 – classroom support  |   |
|---|---|
| <p><u>Curriculum</u><br/>Appropriate and relevant curriculum<br/>Differentiated instruction and classroom practices<br/>English as an Additional language support</p>   | <p><u>Pastoral</u><br/>K-5 pastoral team: classroom teachers, grade level coordinators, programme leader, school psychologist and the school nurse</p> <p>6-12 pastoral team: Mentors, programme leader, school psychologist, school nurse, careers counsellor</p>  |
| <p><u>Staffing</u><br/>Qualified teachers<br/>Qualified teaching assistants in KG<br/>Careers counsellor and school psychologist.<br/>External school nurse</p>   | <p><u>Environment/ facilities</u><br/>Accessible facilities</p>   |
| TIER 2 – school support   |   |
| <p><u>Curriculum</u><br/>Appropriate and relevant curriculum<br/>Differentiated instruction and classroom practices<br/>English as an Additional language support</p> <p>K-5: in class support through co- teaching with the student support specialist, small group support focused on progress in language and maths, ATL's and social-emotional development<br/>6-12: small group support classes for student with identified additional needs focused on progress in ATL's and academics</p> <p>English as an Additional language support</p> | <p><u>Pastoral</u><br/>K-5: lunch bunch run by the student support department, small group counselling and individual counselling sessions</p> <p>6-12: Individual mentor sessions, lunch time club run by the student support department, small group counselling and individual counselling sessions.</p> |
| <p><u>Staffing</u><br/>Whole school student support team:</p> <ul style="list-style-type: none"> <li>- Student support specialist per grade level in PYP</li> <li>- Student support specialist in secondary</li> <li>- Careers counsellor and school psychologist</li> </ul>  | <p><u>Environment/ facilities</u><br/>Identified student support area's in the school<br/>School counselling office<br/>Individual access arrangements if entitled according to IB regulations.</p>   |
| TIER 3 – school support plus  |   |
| <p><u>Curriculum</u><br/>Appropriate and relevant curriculum<br/>Differentiated instruction and classroom practices<br/>English as an Additional language support</p> <p>K-12: short term individual support in a 1:1 setting, for student with identified additional needs focused on progress in ATL's and academics</p>  | <p><u>Pastoral</u><br/>In addition to the support provided in tier 1 and tier 2, 1:1 session with the school psychologist can be scheduled (maximum of 8 sessions).</p>   |
| <p><u>Staffing</u><br/>Whole school student support team<br/>External support team as required: Buurtteam (family counsellors), samenwerkingsverband (inclusion specialists), Jeugdgezondheidszorg (school doctor and school nurse), Leerplicht (attendance officer).</p>   | <p><u>Environment/ facilities</u><br/>Identified student support area's in the school<br/>School counselling office<br/>Individual access arrangements if entitled according to IB regulations.</p>   |

