



International School
of Hellerup

IB CONTINUUM INCLUSION POLICY AND PROCEDURES

WWW.ISH.DK



A Note for Parents

Dear ISH Parents,

At ISH, our school policies are rooted in the IB philosophies, standards and practices. We aim to model the principles of the IB learner profile and the IB mission in each of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the IB:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

ISH is a diverse global community and this is a source of pride for our school. We intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds, as long as we can cater for their particular needs. By enrolling your child(ren) at ISH, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage our diversity.

In each of our policy documents, you will find the philosophy driving the policy, your child's rights and community responsibilities, a description of how each policy upholds the IB learner profile, and links to the other policies. Additionally, we have included in the appendices the procedures and processes associated with each policy. Finally, hyperlinks are also embedded for further reading of ISH and IB documents.

We look forward to working at home and at school to ensure that our students receive a quality education that meets the high standards of the International Baccalaureate. Through our partnership, our students will know their right to this education and also appreciate that they have a responsibility to enable the rights of others.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

Joanna Christoffersen
Primary Years Coordinator

Abenaa Uttenthal
Middle Years Coordinator

Evis Qeska
Diploma Coordinator

[Back to Contents](#)



Contents

Contents	3
Our Guiding Principles	4
Inclusion Policy	5
Connections to other IB Policies	11
Inclusion and Admissions	11
Inclusion and Academic Integrity	11
Inclusion and Language	11
Inclusion and Assessment	12
Legal Requirements	12
Cycle of Review	13
Appendices	14
Learning Support and Service Delivery	14
Early Years and Primary School	14
Middle and High School	18
Resources	22
Psycho-educational Testing	22
Academic Assessments	22
Assistive Technology	22
Human Resources	23
Professional Development	23
IB Standards and Practices for Inclusion	23
Additional Readings	24

[Back to Contents](#)



Our Guiding Principles

IB Rules Regarding Inclusion

Rule 5.8 - It is the practice of the IB to make its programmes available to all students enrolled at IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability, or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

Rule 5.9 - It is the school's responsibility to determine whether it can enroll a candidate with learning support requirements into the programme.

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ISH Vision

Our vision is to foster a nurturing and respectful environment where all individuals become reflective and active members of the society, contributing to common good and world peace through/based on universal values.

ISH Mission Statement

Our mission is to provide the highest quality education in a student-centered environment by empowering individuals to fulfill their human potential to become purposeful life-long learners and responsible global citizens.

[Back to Contents](#)



Inclusion Policy

All IB policies can be found on our school website under 'ISH Policies and Procedures'.

Our Inclusion Philosophy

At International School of Hellerup we believe that promoting inclusivity and valuing diversity is essential for making all individuals contribute to common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students.

Rights and Responsibilities

As ISH Community we consider inclusion as a journey, rather than an end. This journey is a constant process of defining, learning, acting, reflecting and redefining.



Community of learners, International Mindedness, From Principles into practice 2019

We have a responsibility to:

Community Rights	Community Responsibilities
<p>Students have access to an inclusive learning environment</p>	<p>School Leadership</p> <ul style="list-style-type: none"> Creates a safe school environment where members of the community feel included, secure, respected and

[Back to Contents](#)



	<p>trusted to voice their differences</p> <ul style="list-style-type: none"> ● Provide opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness <p>Teachers and School</p> <ul style="list-style-type: none"> ● Convey diversity through the use and display of languages, images and books ● Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities) ● Reinforce desired values, dispositions and behaviours in class and in the playground ● Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity <p>Students</p> <ul style="list-style-type: none"> ● Include others in games in the playground and in social activities ● Engage with different students in the playground and in inquiry groups ● Are tolerant and respectful ● Show empathy by understanding and sharing the feelings of others ● Learn to be aware that body language can also send messages of inclusion or exclusion ● Let go of their own assumptions or prejudices ● Treat everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning need or belief ● Resolve conflict through dialogue ● Help new students feel at home in the learning community ● Take responsibility for their own actions ● Model appropriate behaviours when insensitive behaviours are observed
<p>Students learn without</p>	<p>Senior Leadership Team and School Board, in consultation</p>



barriers	<p><i>with educators, learning support professionals, parents, students and all stakeholders,</i></p> <ul style="list-style-type: none">● Put in place processes to remove barriers to learning for every member of the school community <p><i>Every Teacher, as a teacher of all students,</i></p> <ul style="list-style-type: none">● Makes sure that each student is exposed to teaching and learning that reaches them as individual learners● Explicitly teaches students how to make mistakes, fail well and overcome obstacles● Explicitly teaches students how to succeed well and how to behave appropriately when others make mistakes, fail or face obstacles that they struggle to overcome● Involves and includes parents and legal guardians in learning and teaching in an inclusive way <p><i>Student Support Coordinator</i></p> <ul style="list-style-type: none">● Works in collaboration with relevant team members to invite speakers and visitors to share with the learning community● Involves and includes parents and legal guardians in learning and teaching in an inclusive way● Supports students, families, teachers and staff in transition through thoughtful induction programmes● Engages locally through a collaborative and constructive relationship with the school's local community● Trains staff in appropriate inclusive arrangements <p><i>Families</i></p> <ul style="list-style-type: none">● Provide accurate information about the child's needs and history● Partner with the school on developing approaches that will support the child's academic development● Follow through on agreements with the school● Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts
----------	---

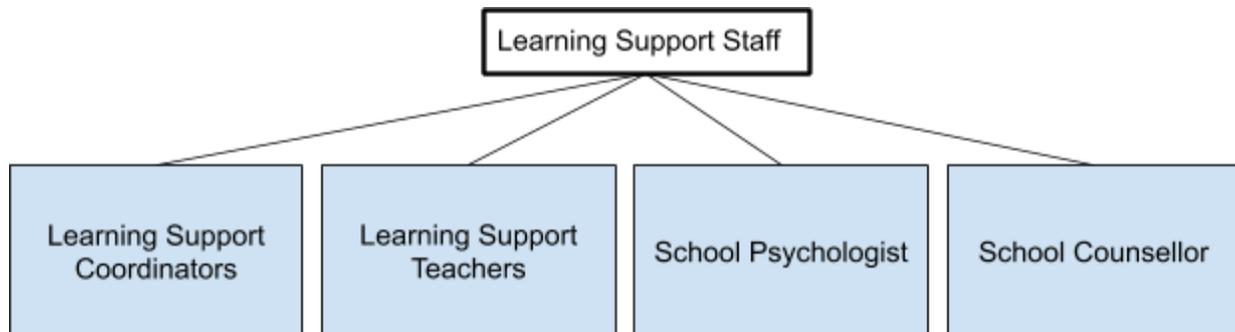


<p>The whole school community is celebrated for their personal and cultural identities</p>	<p><i>The School Board and Leadership</i></p> <ul style="list-style-type: none"> • Ensures that international-mindedness is embedded in the school ethos through mission statements and policies <p><i>School Leadership</i></p> <ul style="list-style-type: none"> • Creates community links that promote inclusion • Celebrates events and activities that promote intercultural appreciation <p><i>Teachers and School Leadership</i></p> <ul style="list-style-type: none"> • Encourage and support students to explore multiple perspectives • Share their own experiences, interests and viewpoints with students • Challenge assumptions through inquiries that honour diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities) • Challenge disrespectful or insensitive behaviour and comments • Have no tolerance for bullying • Show respect and kindness to all community members • Model internationally-minded values and dispositions • Are prepared to respond to and discuss difficult topics such as national identity or local and global conflicts <p><i>Students</i></p> <ul style="list-style-type: none"> • Share their own cultural traditions and stories in classroom discussions and assemblies • Value peers and teachers for who they are
<p>Students are encouraged to share their views</p>	<p><i>The School Leadership and Teachers</i></p> <ul style="list-style-type: none"> • Encourage participation in school decision-making by all members of the learning community • Encourage safe and respectful dialogues • Encourage independent and collective thinking <p><i>Students</i></p>



	<ul style="list-style-type: none">• Listen to other perspectives without making judgments
--	---

Learning Support Staff



The Learning Support Staff (LSS) provides services to students with academic, behavioural and social-emotional needs and supports teachers in the selection and use of appropriate strategies/interventions within the classroom. The Department offers support to students in whole class, small group and individualized sessions. Through its network of external partners (speech and language therapists, dyslexia therapists, occupational therapists, learning coaches, psychologists, behaviour therapists, medical doctors, physical therapists, tutors and consultants) students are afforded the opportunity to obtain additional services based on their area(s) of need. While this support may be provided on school premises, parents/legal guardians are responsible for the associated fees.

Learning Support Coordinators: Learning Support coordinators liaise with school personnel, state agencies and private entities to coordinate the delivery of services for students on the learning support register. They provide guidance on interventions and strategies teachers need to address the challenges of students based on the concerns presented in the collaborative cycle meetings or by parents. Additionally, they supervise the learning support staff, ensure the necessary systems are in place to identify and refer students with difficulties and develop initiatives and programs to promote academic advancement and student wellbeing.

Learning Support Teachers: Learning support teachers, in collaboration with subject and homeroom teachers, develop and implement individualized intervention plans addressing academic and behavioural/social/emotional concerns. They also monitor progress toward goals and coach teachers in the use of differentiated strategies.



School Psychologist: The school psychologist administers evaluations and provides therapeutic services to students. After initial consultation or several therapy sessions, the school psychologist may make the determination to continue working with the student or refer the student to an outside professional.

School Counsellor: The school counsellor facilitates group and individual sessions geared at building students' self-awareness, self-esteem, self-efficacy, self-confidence and general well-being.

Inclusion, IB Learner Profile & Approaches to Learning

The learner profile attributes and the approaches to learning (ATL) provide the foundational skills and dispositions for the development of inclusion. An inclusive learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others

(Boix Mansilla and Jackson 2011; Oxfam 2015; Singh and Qi 2013; UNESCO 2015).

ISH is an IB school and we employ the learner profile throughout all areas of school life. Some of these are represented within the inclusion policy to encourage and foster lifelong learning amongst our school community.

Principled: We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

Caring: We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a student's well-being. We will strive to meet all three of these needs for students while at ISH.



Reflective: We regularly reflect on how we can recognize learner's differences and best support children in an inclusive, intercultural environment. It influences our teaching practice and leads to personal growth for the entire school.

Connections to other IB Policies

Inclusion and Admissions

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.). This is in accordance with the 'ISH Admissions Policy'. ISH expects families to disclose evaluation reports (educational psychological speech, occupational therapy etc.) or documentation that informs if a student is to receive additional services in class. Please notice that ISH High School is currently not able to admit students who use a wheelchair as the specifications of our buildings do not allow us to do so.

Inclusion and Academic Integrity

At ISH, we believe that students and teachers should act with integrity and academic honesty at all times. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.). In MYP and DP, students with identified learning difficulties receive individualised checklists to ensure that requirements for tasks are met, including aspects of academic honesty such as in-text citations, referencing work of others and paraphrasing.

Inclusion and Language

Students wishing to be admitted to PYP 4&5, MYP and DP above must take an English screening test before entry. The English screening test is also used as a language placement test to ensure accurate phase placement. Students with identified learning difficulties are granted inclusive access arrangements (e.g. additional time, assistive technology, etc.) for the placement test, as required by their Individualised Education Program.



Inclusion and Assessment

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. In the DP, particularly, the procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the IB Access and Inclusion Policy requirements and is listed in the students' Individualised Education Program.

Legal Requirements

Collaboration with Government Authorities (*Kommune*)

Our Learning Support Coordinators are responsible for referring students who receive 9 or more hours of weekly support (incl. lessons, meetings and planning time) to the municipal services of the *Pædagogisk Psykologisk Rådgivning* (PPR-Child Psychological Guidance). The PPR's psychologists and speech/hearing educators meet with parents and schools with students from age 0 through 18 years old to provide guidance on how to address various special educational needs. Once a student is identified as needing more than 9 hours of weekly support, the learning support team (the head of school, learning support coordinator, class teacher, learning support teacher, parents as well as allied healthcare professionals and student when necessary) meets to develop a learning plan. Thereafter, the learning support coordinator organises meetings with the *Kommune's* psychologist and/or speech therapists, parents; the school nurse and school psychologist are invited, as needed, to share updates about the students' progress on targeted goals and the need for additional support.

Storage of Information

Students' physical and electronic files are stored and managed in compliance with the general data protection regulation (GDPR) guidelines. The Learning Support Staff is responsible for ensuring that data related to students receiving learning support services are held in the strictest of confidence. The files of students receiving learning support are managed by the Learning Support Coordinators. Access to these files is given to key personnel including the admissions officer or school secretary who may need it for administrative purposes (i.e. for updating student files and transmitting data via the school's secure mailing system, respectively). Teachers and other staff will be given restricted access to student files as needed. The learning support staff is responsible for reading and synthesising evaluation reports and including pertinent details in the Background section of the students' academic intervention plans (AIPs). Students' AIPs are kept on the G:Drive and can be accessed by teachers who work with that student.

[Back to Contents](#)



Transfer of Information

Transitioning from the Primary to the Secondary School involves an initial meeting with the PYP 5 teachers, the learning support teachers in MYP 1 and PYP 5 and the PYP and MYP learning support coordinators who discuss the PYP students and determine what their needs are to facilitate the development of a transition plan and guarantee a smooth transition into MYP. When students leave ISH to go to another school, ISH makes learning support information such as assessments results, evaluation reports, intervention plans and correspondences regarding the student's learning support service delivery available to the prospective schools solely at the written request of the parents/legal guardians. After a student leaves ISH, their records and learning support documentation are kept for a period of 6 - 12 months before being destroyed. PPR-evaluations are kept for 5 years in accordance with regulations from Styrelsen for Undervisning og Kvalitet (STUK).

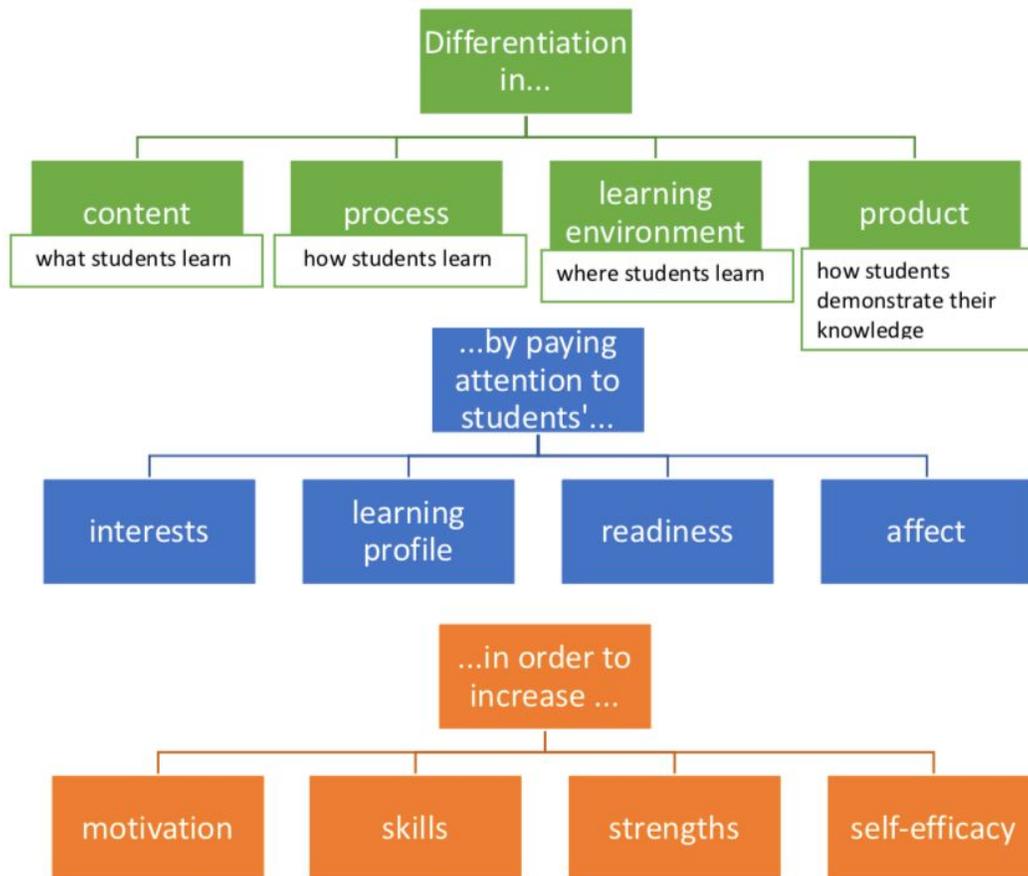
Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy is published on December 1 2020 and applies until January 2022. Policies will be reviewed and updated during the January curriculum day each year-

Differentiation

At ISH, students are immersed in differentiated, evidence-based and culturally responsive courses of study to cater to their diverse learner profiles and needs. The Learning Support Department promotes differentiation by actively planning lessons with classroom teachers and using the data gleaned from formative assessments, students' interests, experiential backgrounds, abilities, knowledge and social-emotional skills to determine the individual needs of students and provide differentiated strategies and accommodations accordingly. PYP Teachers use the link (goalbookapp.com/toolkit/v/browse/strategies) to select universal design for learning (UDL) strategies to ensure that all students can access the curriculum. To address differentiation of the environment, assessment, materials and resources, a list of differentiation strategies (MYP and DP) can be found [here](#). Teachers also have access to additional information about differentiation on the school drive. The following chart shows how differentiation is structured at ISH:

[Back to Contents](#)



Appendices

Learning Support and Service Delivery

Early Years and Primary School

ISH promotes the implementation of evidence-based interventions to ensure equity and access across the curriculum. In the Primary School, we offer a continuum of services which is characterized by the learning support teacher providing academic, behavioural, social and emotional support to students in intensive individualized and group sessions to the students in the resource room. The learning support teacher also provides individualized and small group or whole class facilitation during specific lessons in the classroom. Additionally, the learning

[Back to Contents](#)



Inclusion Policy at ISH

support teacher works alongside the classroom teacher to plan and deliver all the lessons to all students. Students find themselves anywhere on the continuum every week based on their established proficiency (formative assessments or evaluation reports) on the topic to be covered. Students also receive individualized or small group sessions weekly, from the school psychologist and school counsellor to address social, emotional and behavioural concerns.

Included as part of the school fees, ISH offers four individualized or small group sessions weekly to students who are experiencing challenges accessing the curriculum. Sessions in excess of four lessons per week are paid for at a subsidized rate by the parents.

To evaluate the effectiveness of service delivery and ensure the uniformed dissemination of communication among all stakeholders, academic intervention plans and behaviour intervention plans are created. In the Primary School, there are five types of academic intervention plans designed to help staff monitor student progress, indicate where students are in the referral process, guarantee continuity in the event of staff turnover and keep parents informed of students' goals and their progress towards them. Academic intervention plans are individualized plans developed for every student who is not performing at their grade level. Development of academic and behaviour intervention plans is based on input from all stakeholders (i.e. parents and all staff members interacting with the student).

There are five basic academic intervention plans used in the Primary School:

1. English as an additional language plans (EAL plans) are used to plan for English language learners.
2. Gifted and talented plans (GTPs) are assigned to students who are performing significantly above grade level expectations in intellectual (FSIQ above 125), creative, academic (achievement test scores in the exceeding expectations by two or more grade levels) and/or leadership skills.
3. General support plans (GSPs) are designated to students who are experiencing slight difficulties. The classroom teachers develop the GSP to address the student's academic needs in class. This document embodies the student's strengths, interests and areas of need. It also outlines the goals targeted, the intervention(s) to be applied, the duration of the application and results attained. Once completed, the class teacher apprises parents/legal guardians of the results and appropriate next steps. The data gathered including the meeting notes serves as the referral form for students who did not respond well to the interventions applied on the GSP.
4. Individualized learning support plans (ILSPs) are reserved for students who are not meeting grade level expectations but have no diagnosed learning impairment. The plan presents background information on the student, individualized goals and related interventions/strategies and inclusive access arrangements (for e.g. frequent breaks,



extended time, weighted pencil, noise canceling headphones, visual schedules, adapted seats, calculator...) to be applied.

5. Individualized education plans (IEPs) are developed for students with diagnosed disability. The plan details background information on the student, individualized goals, related interventions/strategies and inclusive access arrangements (such as frequent breaks or assistive technology devices which may range from low tech devices such as pencil grips and fidgets; to mid-tech devices such as screen magnifier and audio books and high tech devices such as electronic tablets, speech-to-text and text-to-speech devices) to be applied on assignments and assessments.

In addition to AIPs, behaviour intervention plans (BIPs) are created after a functional behaviour assessment (FBA) has been conducted. BIPs are implemented to stem undesired behaviours by teaching replacement behaviours. This behaviour modification plan may require the involvement of all or some members of staff as well as parents.

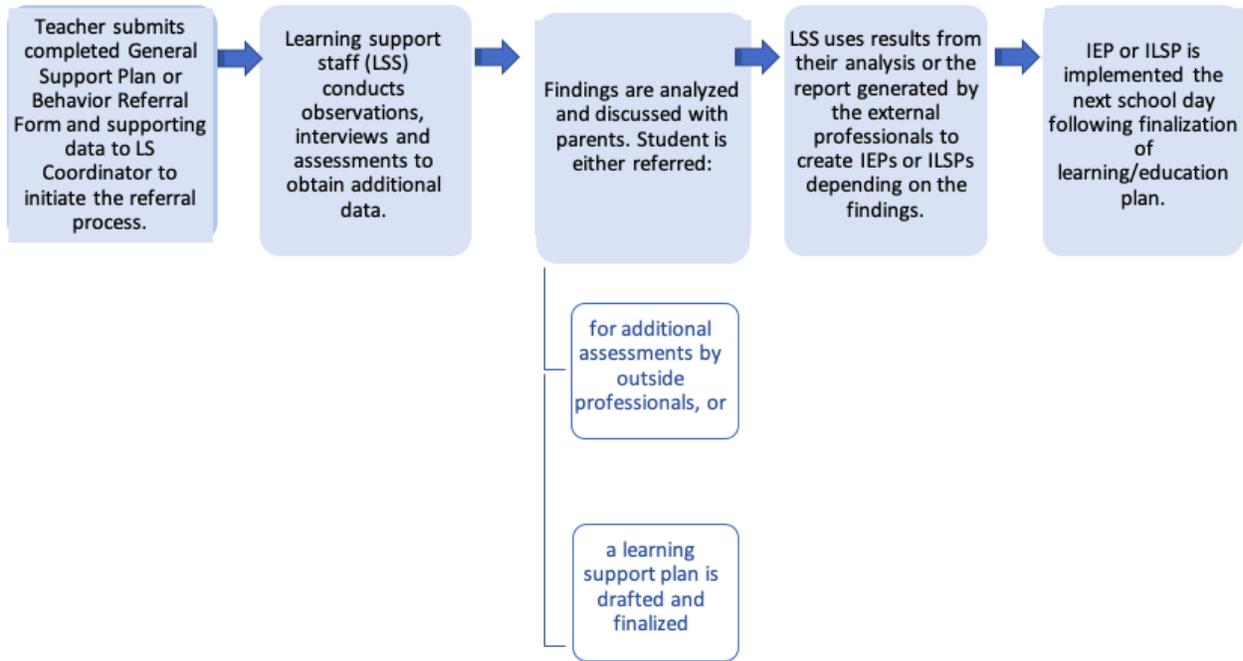
To facilitate a smooth transition from PYP to MYP, a transition plan is created. This process begins with a meeting with the PYP 5 teachers, the learning support teachers in MYP 1 and PYP 5 and the PYP and MYP learning support coordinators who discuss the PYP students and determine their needs. Once the needs of the students are established the students' transition plan drafts are developed by the PYP 5 learning support teacher and shared with parents. Thereafter, the learning support coordinators in MYP and PYP, the PYP 5 learning support and class teachers, along with the prospective homeroom teacher in MYP, meet with the students and parents/legal guardians to discuss and finalise the draft of the learning plan. The finalized learning plan is implemented upon the student's return to school in the new school year.

Students may be placed on one of the aforementioned plans based on discussions from the collaborative cycle sessions or via the learning support referral process. During the collaborative cycle meetings, all staff members who provide services to a specific year group convene to highlight and discuss concerns surrounding students' social, emotional, organizational, motor, behavioural, and academic performance. Strategies are proposed during the collaborative cycle sessions and general learning support plans are created and implemented by the class teacher thereafter. If students do not make anticipated progress within 6-8 weeks of employing the strategies from the GSP, they are referred to the Learning Support Department for further assessments and more targeted interventions. See referral process overleaf.

PYP School Referral Process



Inclusion Policy at ISH



PYP Review Cycle for Academic Intervention Plans - EAL, GTP, ILSP, IEP and BIP



Inclusion Policy at ISH

	<p>August</p> <ul style="list-style-type: none"> Observation of students Introduction of LSS to parents of students with ILSPs and IEPs Learning Support Staff (LSS)
	<p>September</p> <ul style="list-style-type: none"> Draft and finalize ILSPs and IEPs LSS in collaboration with homeroom teacher, parent and allied healthcare professionals Invite IEP Team members to the meeting Learning Support Staff (LSS)
	<p>December</p> <ul style="list-style-type: none"> Review IEPs and ILSPs LSS in collaboration with homeroom teacher, parent and allied healthcare professionals Create drafts of new ILSPs or IEPs LSS in collaboration with homeroom teacher, parent and allied healthcare professionals Send progress reports and new ILSPs or IEPs home and request signature for new IEPs and ILSPs. Meet with parents who would like to discuss further. Learning Support Staff (LSS)
	<p>May</p> <ul style="list-style-type: none"> Review existing IEPs or ILSPs LSS in collaboration with homeroom teacher, parent and allied healthcare professionals Create new IEPs or ILSPs for the upcoming school year LSS in collaboration with homeroom teacher, parent and allied healthcare professionals Invite parents, class teacher, parents, allied healthcare professionals and prospective teacher to meeting Learning Support Staff (LSS)

Middle and High School

ISH offers learning support at each grade level to a number of middle and high school students with mild or moderate learning difficulties which can be accommodated within 6 blocks (or 4.5 hours of student contact time) of learning support each week. For these students, assistance is provided by our Learning Support teachers, both in and out of the classroom, as appropriate. The Learning Support is not intended to provide an alternative course of study nor does it serve as tutoring; rather it is intended to develop skills and competencies that will help students access the curriculum. ISH does not have separate classes for children with learning difficulties and strive to integrate learning support services into the general classroom as much as possible.

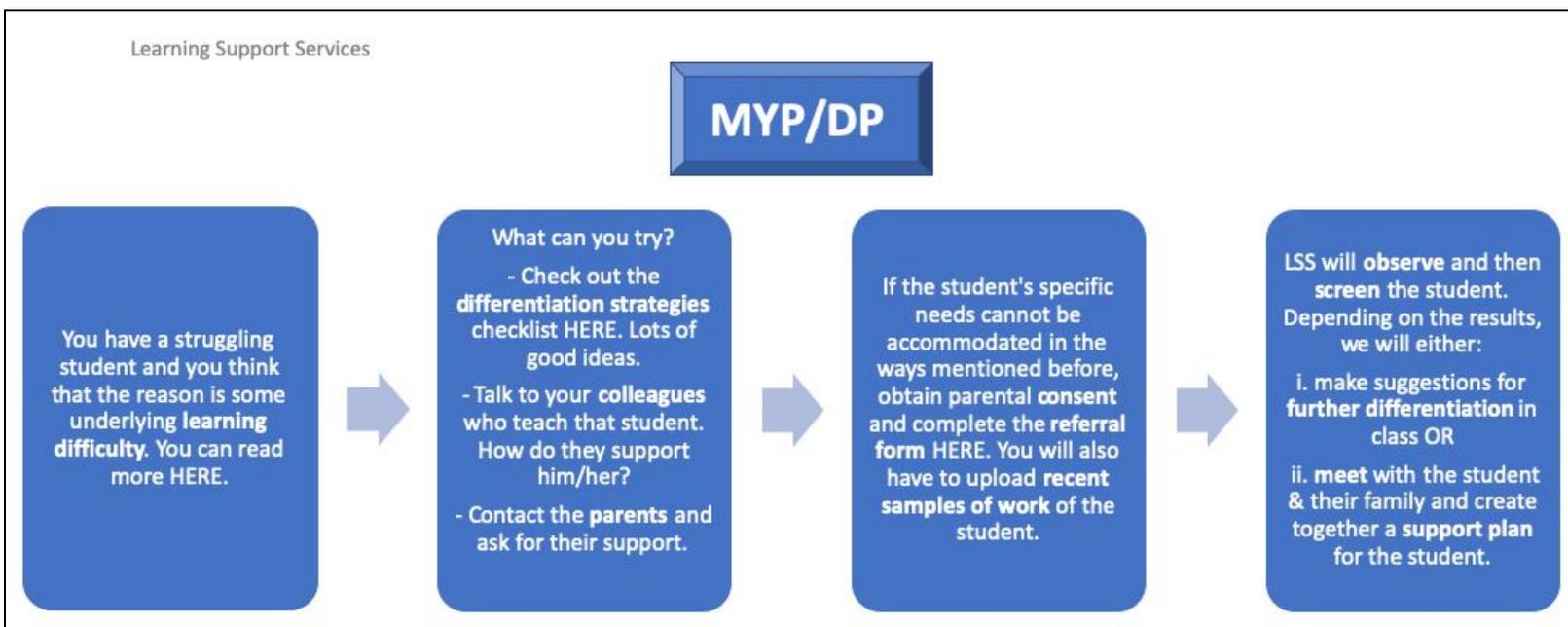


Preliminary Interventions

As an inclusive school, we celebrate learning successes, build on strengths and try to circumvent difficulties to develop the whole student. If a subject teacher consistently observes that a student is struggling in their class, they will take action and:

- Explore and implement a variety of differentiation strategies with the support of the Learning Support Team (if needed),
- Seek advice from the student’s other subject teachers about how they support that learner
- Inform the student’s family and ask for their support.

Chart for MYP/DP Referral Process for Academic Support



Intervention Pathways

If these actions do not render attainable progress, then after obtaining parents’/legal guardians’ consent, the subject teacher submits a referral form to the Learning Support Services with evidence to highlight the issues and the strategies taken to support the student. The Learning Support Team will process the referral and the accompanying documentation and will observe the student in class. Subsequently, the student will be screened for learning difficulties with psycho-educational and academic achievement testing.

[Back to Contents](#)



Inclusion Policy at ISH

If the results indicate that the student has marked difficulties in one or more areas, then they will start receiving support by one or more Learning Support Teachers. The goal of this support is to help the student access the ongoing curriculum by fostering their study skills. The support is provided in two ways which could also be combined:

- 1) **In-class support** (or push-in support): a Learning Support Teacher offers individualized support to students during their lesson with a mainstream education teacher. Both teachers collaborate on the design of the lesson in a weekly meeting in a common effort to build an inclusive learning environment and create learning experiences that give all students an equal opportunity to succeed.
- 2) **Study skills classes** (or pull-out support): a Learning Support Teacher offers intensive, targeted support in a one-on-one or small-group setting with an emphasis on each student's individual learning goals. Students work systematically on foundational skills for numeracy and literacy including general organisation and self-management skills. Students receive study skills lessons instead of a world language (French/Spanish).

Based on the number of blocks of support lessons a student is receiving, there are three levels of academic support:

- Mild (1-2 blocks). Included as part of school fees.
- Moderate (3-6 blocks). Fees apply.

Individualized Education Programs

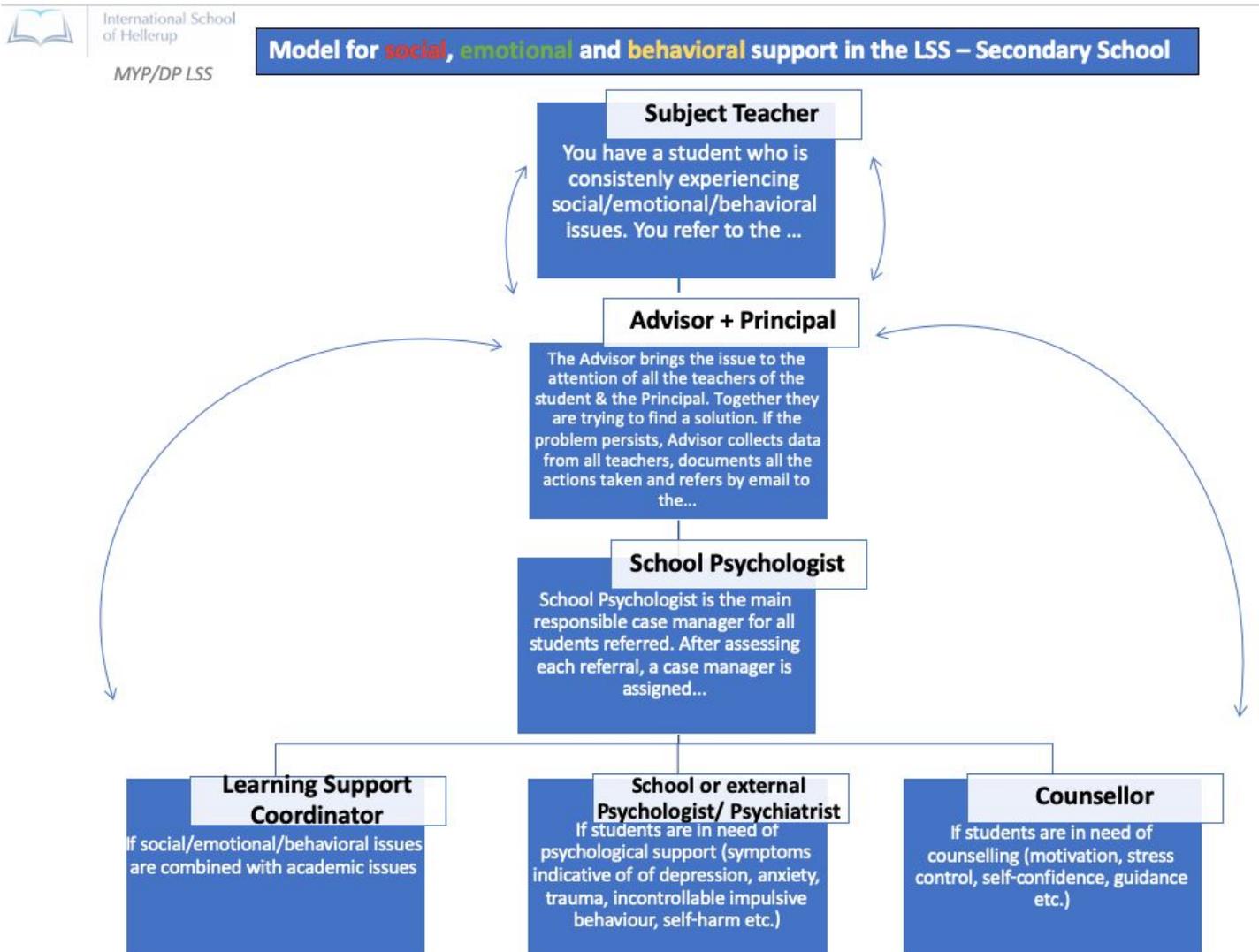
For all students with identified learning difficulties, the Learning Support Team will design an Individualised Educational Program (IEP) together with the student, their family, the student's subject teacher(s) and any private service providers. The IEP describes the goals the student sets for themselves during the school year, as well as any special support needed to help achieve them. The IEPs are tailored to each individual's specific needs and are developed with a focus on students' skills, interests and well-being. IEP development is a collaborative process that is led by the student in a meeting between the student, their family and the Learning Support Team. The plan is then discussed and finalised with the students' subject teachers (including any private service providers) to document all the teaching strategies and access arrangements that help support the student effectively, but also the exact role of each of the support agencies in order to assist the student in reaching their individual goals. The plan is then evaluated every three months in follow-up meetings with the family and the faculty and is adjusted accordingly with aim to optimise the model of support for the student using an evidence-based approach. In some cases, families may be asked to commit to providing extra support which may include financial contributions or specific resources to aid the learning process.



Social-Emotional Support

The Advisory team, Principal, Learning Support Coordinator along with the Counsellor and Psychologist work collaboratively within their division with families and students to ensure that barriers to success are minimized. The model for social/emotional support in the Secondary School is summarized in the following infographic. The arrows indicate the flow of communication between the different agencies involved in our social-emotional support model.

Chart for MYP/DP Referral Process for Social Emotional and Behaviour Support





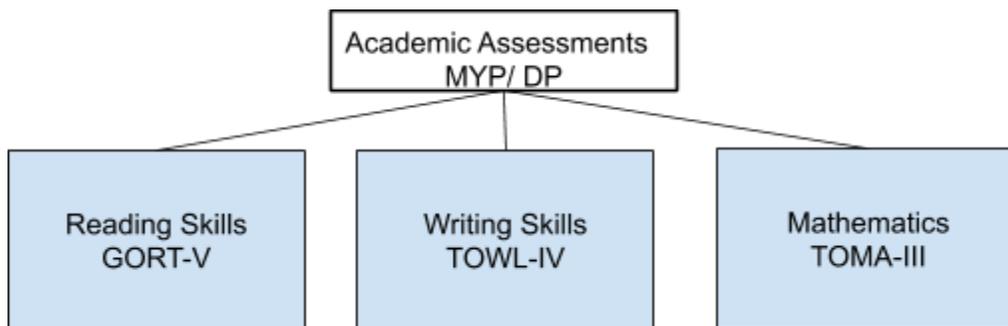
Resources

Psycho-educational Testing

The students who are referred to LSS for academic difficulties are tested using the entire battery of WISC-IV or WAIS-IV based on their age in order to obtain a review of their cognitive functioning and enable our team to get meaningful insights about a student's areas of strength and challenge. The testing is administered by the School Psychologist.

Academic Assessments

The LSS Team conducts standardised assessments as necessary in order to identify students' strengths and needs and provide the necessary arrangements to support them in accessing the curriculum. Standardised testing is also administered before and after an intervention in literacy or numeracy to measure progress. All results are reported as standard scores, which have a mean of 100 and a standard deviation of 15, in accordance with the IB Inclusion Policy.



Assistive Technology

For students with moderate reading and/or writing difficulties or for students with motor coordination issues, the MYP LSS will grant the right to use the word processor on their personal computer for note-taking, working on assignments and taking tests (spellcheck may be enabled or disabled depending on each case). Additional editing features such as 'Speech to Text' and/or 'Text to Speech' conversion software may be installed and enabled. Students with marked difficulties in computation will be granted the use of a calculator for all number-related tasks.



Human Resources

The families of students who need to take their DP exams in a separate room will have to cover the cost of an additional invigilator. The families of students who are granted access to a reader or a scribe for their exams will have to cover the cost of both the reader or scribe and the additional invigilator.

Professional Development

Funds are available for faculty, staff and administration to keep them updated on best practices and current research in all areas of learning support.

IB Standards and Practices for Inclusion

Our school Inclusion Policy is in alignment with the requirements for policy development as described in the New Programme Standards and Practices (2020). In particular, we base our policy implementation on Standard 0301 in order to nurture a school culture that acknowledges and celebrates diversity. The entire school team is included in yearly reviews of the Inclusion Policy.

Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.
(0301-02-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

[Back to Contents](#)



Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Additional Readings

What is an IB education? (2019)

Access and Inclusion Policy (2018)

Meeting Student Learning Diversity in the Classroom (2019)

Learning Diversity and Inclusion in IB programmes (2016)

The IB Guide to Inclusive Education: a resource for whole school development (2019)

Using UDL in the IB classroom (2016)

Programme Standards and Practices (2014)

New Programme Standards and Practices (2020)

PYP: From Principles into Practice
International Mindedness
Assessment

[Back to Contents](#)



MYP: From Principles into Practice

Learning Diversity in the International Baccalaureate Programmes