

2021

Inclusion Concept

The work of the *Beratungsquadrat* as a support system at the DSL

DEUTSCHE SCHULE  LONDON

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1. Introduction

The German School London (DSL) is a German school abroad funded and supported by the German School Association. It encompasses a Kindergarten, a one-year Pre-school, four-year *Grundschule* and eight years of secondary school. At secondary school level, education can be undertaken at *Hauptschule*, *Realschule* or *Gymnasium* level. In Years 11 and 12, study for the International Baccalaureate Diploma may be undertaken alongside the Abitur. Children and young people from many diverse cultural backgrounds study at the school. A special concern of the DSL is to implement the current legal framework for inclusion, and to extend according to need the large number of existing differentiation and individualisation measures.

This concept of inclusive education demonstrates how the school reflects on its offering, and modifies and adapts it to new circumstances, in order to further optimise the process of positive learning and living together. The first section outlines the general legal guidelines and recommendations for inclusive education, while in the attachment, the DSL's own conditions are set out. The final chapter once again presents the DSL's approach to inclusion, sets out goals (according to stage), and reflects on the specific factors needed at the DSL to achieve inclusive education.

2. Guidance on basic legal principles / general framework for inclusive education

The following documents form the basis for the DSL's inclusion concept:

- **UN Convention** on the Rights of Persons with Disabilities (13.12.2006)
- **Beschluss der Kultusministerkonferenz** über Inklusive Bildung von Kindern und Jugendlichen mit Behinderungen in Schulen (vom 20.10.2011) (**Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs** on the inclusive education of children and young people with disabilities in schools (of 20.10.2011))
- **Auslandsschulgesetz: § 9 (1), 7** Aufforderung zur Entwicklung eines Inklusionskonzeptes (2013) (**Schools abroad law § 9 (1), 7** Call for the development of an inclusion concept (2013))
- **ZfA (German Central Office for Foreign Education):** Bericht zur Auswertung der Inklusionskonzepte der deutschen Auslandsschulen (2018) (Report on evaluation of the inclusion concept in German schools abroad (2018))
- **Index for Inclusion** (2017): Call for school education systems for all pupils without differentiation with regard to ethnicity, nationality, religion, social status, language, learning capacity, disabled people; call to eliminate discrimination and barriers to participation
- **Hinweise zur Inklusion an Deutschen Auslandsschulen**, (Beschluss des Bund-Länder-Ausschusses für schulische Arbeit im Ausland vom 11./12.12.2014 i.d.F vom 12.12.2018) (**Note on inclusion at German schools abroad**)
- **Regelungen zur Umsetzung des Beschlusses des Ministerrats vom 3. Mai 2010** „Schulische Bildung von jungen Menschen mit Behinderung“ (**Regulation for the implementation of the Resolution of the Council of Ministers of 3 May 2010** ‘School education for young people with disabilities’)
- **The Equality Act 2010** and schools department advice for school leaders, school staff, governing bodies and local authorities

3. DSL internal basic principles for inclusive education

3.1 Establishment in the DSL Mission Statement

At the DSL, pupils study with others of diverse ethnic and/or religious backgrounds, with native speakers of German, English, Spanish, Italian, French or Arabic, with others from different familial and social backgrounds, with different aptitudes and talents and with specific needs. A common denominator is the desire to learn the German language, and to grow up within the German education system whilst in the UK. DSL embraces this wide variety of individual circumstances in the DSL Mission Statement and above all sets out core themes for social interaction. The objectives of everyone sharing and participating in our school community are found once again in the various headings of 'Living Together', 'Building Bridges Together', 'Creating Together' and 'Learning Together'.

3.2 Accessibility Policy

The **Accessibility Policy** updated in July 2021 takes express account of the idea of inclusion: 'This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site and the curriculum so that pupils with disability can take full advantage of the education and associated opportunities provided by the German School.'

3.3 Admissions Policy

By means of language tests in German and English, and individual admissions interviews, the school management decides, after consulting with the teaching staff conducting the admissions process, whether an admission may take place. In this decision, a professional assessment by the relevant responsible SENCO (Special Educational Needs Coordination) may also be sought. This includes an assessment of any existing reports, exploration of needs in terms of respective funding areas, and inspection of any resources presented by the parents or from school. See here also the Admissions Policy (SR09).

4. Implementation of inclusion at the DSL

4.1 What the DSL understands under 'Inclusion'

Concepts and designations reveal a great deal about society's ways of thinking and behaving. For this reason, the German School London considers it very important to explain its understanding of the above terminology, and how it may differ from other concepts. In relation to school, inclusion is understood very generally as a concept which provides for the active participation of all pupils in the everyday life of the school, and in the learning process, with all their different aptitudes and needs, and at all levels. As a school abroad, we view the term 'inclusion' as a common value for all pupils in our school community, and for the common shaping of the educational path – the DSL stands for learning and experiencing together.

The DSL feel itself included under the English designation 'SEN – Special Educational Needs', but would like to mention an aspect of this as food for thought: 'special' as a word can call up concepts such as 'particular support', 'particular difficulties', 'particular needs'. Every pupil is special because of their individuality, and the DSL embraces each one of its pupils with all their strengths and weaknesses every day. For this reason, we understand this term more as 'specific support' in 'specific areas' with 'specific means'. We do not accept any kind of stigmatisation in our School – it hinders work on our actual core theme, which is to specifically support and challenge *all* children and young people. As already mentioned in the DSL Mission Statement, the requirement for our interactions with each other is an **attitude of tolerance, respect and valuing others**.

To make this attitude implicit, and the encouragement and challenging of pupils associated with it, is not just the responsibility of one part of the school, such as a support system like the *Beratungsquadrat* – but the duty and responsibility of every one of the teaching staff and everyone working in the school community. Parents also make a considerable contribution in helping shape this attitude, and being an example to their children in engaging with diversity in a natural way.

Engaging with a variety of needs

Inclusive education also means orienting ourselves to pupils' strengths. Different learning requirements demand high levels of pedagogic competence and cover a whole spectrum of resources. Currently, due to the available personnel, space and financial resources, the DSL is able to offer support to pupils **in the following support areas**:

- Thinking and learning strategies
- Emotions and social behaviour
- Language and communication
- Motor skills and cognition

Supporting and challenging are, for example, linked to:

- Reading/spelling difficulties/dyslexia
- Maths difficulties/dyscalculia
- Attention/concentration deficit
- Cognition
- Dyspraxia
- Highly talented pupils
- Behavioural disorders
- Other psychological disorders
- Physical impairments

Admission to the DSL or recommendation of an appropriate place where needs can be supported is always dependent on the individual case and impairment. For advice and assessment, the *Beratungsquadrat* (BQ – cf. 4.2.1)) may be consulted.

The DSL is first and foremost concerned with making a decision which is in the child's interests and to support the parents in this by signposting projects to help the child move forward.

In connection with this, the DSL has instituted special processes over the last academic year (cf. 4.3).

4.2 Participants in the DSL inclusion process

As mentioned above, as a school we consider that all teaching staff have the responsibility and the duty to support and challenge pupils. At the DSL, we also have a multi-professional team whose job is to look after the pupils' wide range of needs and their wellbeing. The members of the *Beratungsquadrat* (BQ) provide support and advice in the following areas:

- School education
- Educational psychology
- Safeguarding (protection of children and young people)



BERATUNGSQUADRAT

- **Special Educational Needs Coordination (SENCO)**

This team facilitates an interdisciplinary approach to working with pupils. Needs and requirements are examined here from different cross-disciplinary perspectives.

4.2.1 A support system of in-house experts – the *Beratungsquadrat*

At DSL we focus in particular on prevention and early support, so that difficulties do not reach the stage where they have adverse effects.

The school's in-house support team includes the following experts:

- **Educational psychologist** to support pupils with social/emotional or learning support needs. Their work concerns children and young people from Kindergarten through to secondary school level. This includes the following activities, among others:
 - Educational psychology tests and drawing up reports
 - Individual and group meetings
 - Support for teaching staff, parents and pupils
 - Offering workshops on relevant issues for teaching staff, parents and pupils
 - Pupil consultations
 - Communication with parents and the school community
 - Interdisciplinary working within the *Beratungsquadrat*
- **Educational and social education** to support social interaction and social skills. This area of work encompasses:
 - Carrying out an education and socio-pedagogical programme (*Fairplayer, Lubo aus dem All, Ben und Lee*) in the *Grundschule* and at secondary school level.
 - Collaboration in the *Ganztag*
 - Training and support of mediators
 - Work with individual pupils and groups.
 - Supporting pupils, parents, and teaching and school staff
 - Interdisciplinary working within the *Beratungsquadrat*
- **Safeguarding team** for ensuring the protection of children and young people. The team
 - supports and gives advice to children and young people.
 - advises parents and school staff.
 - provides training for all school staff on safeguarding children and young people.
 - works with the Social services and other external organisations and bodies.
 - organises preventative workshops on safeguarding for members of the school.
 - carries out interdisciplinary work within the *Beratungsquadrat*.

- **Special Educational Needs Coordination (SENCO)** assists with the care and support of all pupils with specific needs, from Kindergarten up to Year 12, in the support areas mentioned above.

The scope of SENCO's work includes, among other things:

- advice for pupils, parents and teaching staff
- sitting in on classes and observing pupils
- carrying out and evaluating informal tests
- evaluating reports
- support and monitoring of teaching staff in the development, implementation and evaluation of support plans
- expert guidance, support and coordination of learning support team
- exchanges with external specialists (eg. therapists) to improve individuals' needs and situation
- collaboration with UK authorities
- participation in conferences in all areas of education
- training of other staff
- collaboration and communication with the school community and parents groups
- drawing up concepts
- Interdisciplinary working within the *Beratungsquadrat*

Close links between the school management and the support staff working in the Kindergarten/Pre-school, *Grundschule* and secondary schools, and with coordinators and teaching staff, is essential to successfully bring together the many different common areas of teaching and learning.

The SENCO also includes a **learning support** team to provide one-to-one support for individual pupils or support in lessons. Learning support assistants fulfil, among other things, the following essential roles:

- support and accompany individual pupils during lessons, and provide help with organisation or content, in consultation with SENCO.
- classroom and small group support
- close cooperation with the teaching staff and the respective SENCO
- documentation of support in the reflective system

Learning support assistants are employed by the school. The cost of this essential additional support by learning support assistants is generally borne by the parents, after consultation. The school also takes advantage of this support option.

Internal cooperation in the areas of language support and reading/spelling disabilities (dyslexia). The language support section comprises various staff from the *Grundschule* and secondary schools, who most of all work closely with the SEN team. In particular, this work concerns diagnostic processes, exchange/classification of observations, and suggestions for support.

To assist with this, a further post has been created in the area of **reading/spelling disabilities (dyslexia)**, to give children and young people with these difficulties appropriate help. The teacher looks after and advises on all pupils from Years 1 to 12. Through established diagnostic processes, the school is in the position of being able to identify difficulties in good time, so that preventative interventions can be carried out. This area encompasses the following responsibilities:

- Reading support in Year 1
- Dyslexia support for Year 2 up to and including Year 9
- Carrying out and evaluating informal tests (eg. the Hamburg writing test)
- Supplementing the support measures for reading and writing in the support plan
- Advising teaching staff, parents and pupils regarding reading/spelling and dyslexia support
- Support for colleagues in dealing with reading/spelling disabilities
- Close cooperation with SENCO with regard to concept work and work with individual children/young people
- Participation in specialist evaluation for the compensation of disadvantages

4.2.2 Person on the School board responsible for inclusion

Under UK law, we are required to have a person responsible for inclusion on the management board. The nominated Special Educational Needs and Disability (SEND) governor looks after compliance with UK law at the DSL. It is planned to have an exchange once every academic year between the Board, SENCO and the BQ.

4.2.3 Network of external specialists

In some areas, the DSL is able to draw on a network of external therapists and professionals whose representatives support DSL pupils.

These include:

- Child and adolescent psychiatrists
- Educational and clinical psychologists
- Speech therapists
- Specialists in reading/spelling/dyslexia and maths difficulties/dyscalculia
- Specialists in attention and concentration training
- Free consultation in English for pupils with support needs (*Enhance Able Children's Services*) from the boroughs of Richmond/Kingston, which are close to the school

The school helps find contacts and advice points for the process of preparing or acquiring a report. Tests can be carried out in English or German (case dependent). Furthermore, there is the option of obtaining an educational psychologist's or specialist medical report from doctors in Germany. The cost of checking the report is borne by the parents.

The weighting of reports at the DSL

Reports give us, as a school, detailed information about the current situation of a child. In many cases, they form the basis for arranging suitable support and challenges through an individual support plan, as

well as being the basis for the work of the teaching staff. In order to initiate such measures, the school reserves the right to call for a report from the parents.

Please note: Presentation of a report in itself does not constitute a claim on the DSL. For the school management to make a decision regarding support and authorisation of resources for the pupil in question, a specialist evaluation by SENCO and/or the educational psychologist and teaching staff is often required. Further information on accessing help and compensation can be found under 'Compensation of Disadvantages'.

4.2.4 Collaboration with the UK education authorities/local authorities – the Educational Health and Care Plan (EHCP)

With reference to the financing of support for pupils with special needs, the Special Educational Needs Coordination (SENCO) works with the relevant education authorities from the pupil's local area. Under certain circumstances (high level of special educational support needs), the DSL is able to apply for a financial subsidy for support or access to therapies, through the local authority (by means of an EHC Plan). Exact definitions and avenues for applying can be found at: <https://www.gov.uk/children-with-special-educational-needs/extra-SENhelp>

Information about the EHC Plan

Applying The parents apply to the local authority where they are currently resident. The DSL itself does not make the application. Assessments regarding a supposed disorder or support need are, or are to be, obtained and financed by the parents.

Help and support from the School The SENCO will provide the parents with documentation regarding the child's development. A support plan (if not already in existence) and a special educational statement regarding the educational setting will also be generated. These will contain an assessment with regard to an appropriate place where the pupil's individual needs may be met. In addition, with the agreement of the school, talks with different therapists and/or the local authority will be undertaken.

Important note regarding the EHCP: The necessity of an Educational Health and Care Plan (EHCP) is evidence for us, as a mainstream school, that we will not be able to adequately accommodate the child's or young person's needs. The evaluation by the SENCO and the School management with regard to the necessity for an EHCP, or an application for an EHCP by the parents, will automatically lead to the school working with the parents to find an appropriate place where the pupil's needs may be supported. We want the pupil to be part of a setting where they can reach their full potential. In this case, the resources of our school are insufficient to be able to vouchsafe this.

4.3 DSL measures for an inclusion process

The DSL is naturally always concerned to make decisions which are in the interests of the child, and to support the parents to find a suitable path for their child.

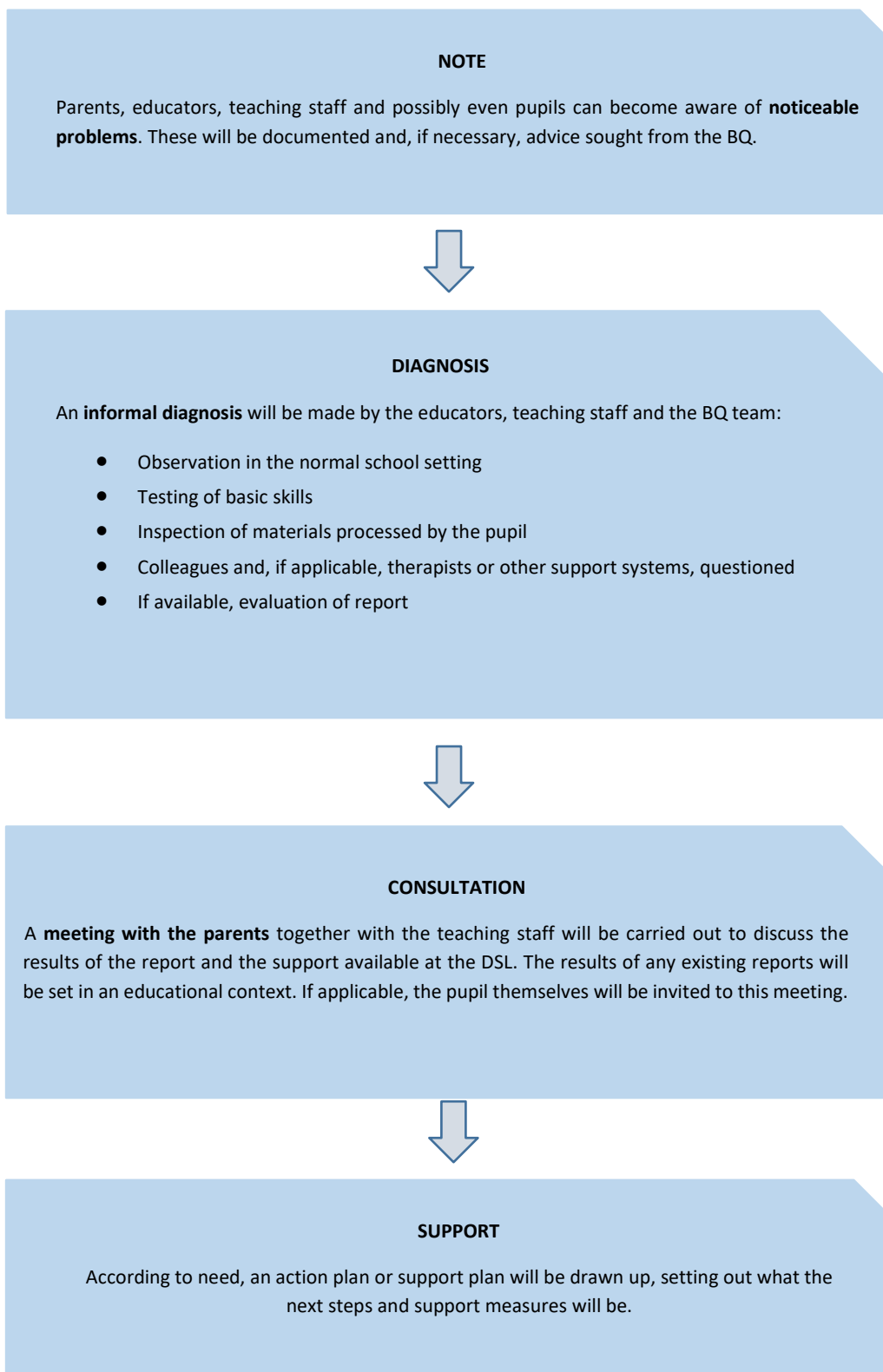
In connection with this, the DSL has put in place specific measures in the past academic year.

4.3.1 Action plan for inclusive education at the DSL

Pupils with individual needs in lessons are in many cases supported by the relevant Special Educational Needs Coordination. Observation of normal everyday situations and evaluation of reports from German

and English educational psychologists / medical specialists will give an overall picture of the relevant support needs.

The following process will be implemented for assessing and establishing support needs at the DSL:



The concept of support planning

The concept of the support plan has been fundamentally restructured for the 2021/22 academic year. By means of an app specially developed for the school's digital system, support plans will be drawn up by teaching staff with support from the SENCO. The system offers around 70 developmental categories, thus offering an overview of all our pupils' areas of development. Each of these developmental

categories is supplemented with suggestions for specific support measures in class or at home. Ideas from teaching staff or the team can also be added. The developmental categories are subdivided into the following areas:

1. Thinking and learning strategies
2. Emotions and social behaviour
3. Motor skills and cognition
4. Language and communication
5. Subject-specific competencies

Each of the three types of school (Kindergarten, *Grundschule* and secondary school) has its own timeline, which is tailored to the different time-specific processes of the academic year.

This timeline can be accessed by every colleague and must be adhered to.

The following points are summarised there in outline:

1. Training of all teaching staff at the DSL by the SENCO on the implementation of the support plan and support in normal lessons
2. Timeframe for observations and sitting in on classes, in order to ascertain the needs of pupils
3. Timeframe for drawing up support plans
4. Timeframe for communication of and possible adjustment of the support plan with the pupil and the parents
5. Timeframe for updating and/or evaluation

The support plan will be drawn up by the relevant teaching staff with support from the SENCO. In everyday schooling it will always be the teaching staff who will directly implement the support measures for the pupil, with the SENCO supporting with the coordination of additional subject-specific schooling help.

The DSL will consult internally or, if necessary, with the parents regarding further support measures or resources:

- Internal: **Establishing of compensation of disadvantages** (see Section 4.3.2)
- Internal: **If applicable, arrangement for learning support** (resource-dependent implementation, mainly financed by parents)
- Internal: **further measures** (resource-dependent implementation): support for reading/spelling difficulties and dyslexia, support in each individual case related to the direct disorder, touch typing
- External: **support measures outside school** eg. concentration training, speech therapy, ergotherapy, psychological therapies, family therapies, private reading/spelling or dyslexia support, private dyscalculia/maths support

4.3.2 Compensation of disadvantages at the DSL

In order to take the special needs of pupils into account when assessing performance, the following compensations for disadvantages (eg. arising from specific partial performance disorders) are possible:

Pedagogic/methodological differentiation for compensation of disadvantages

- special preparation of task sheets (larger type, adapting the ordering of content on worksheets, etc.)
- if necessary, adapting a text from written to audio format or vice versa

- organisational action plan for examinations under Year 10 (1. Read task, 2. Mark words, 3. Summarise task requirements in own words, etc.)

Compensation of disadvantages with regard to student performance assessment and the Abitur

- Percentage time extension in exams: *Grundschule* 20%, secondary level 10-20%
 - Individual decisions by the school management regarding handling and use of the percentage (eg. reading time or error correction with a different coloured pen in a text-heavy exam)
- Small group working in an exam (where possible)
- Suspension of German spelling rules
- Cautious assessment of spelling in foreign languages

Important information regarding the compensation of disadvantages

- The DSL *orients* itself in principle according to the legal framework conditions set out in the KMK (Standing Conference of Ministers of Education and Cultural Affairs). Producing a report does **not mean any automatic claim** on the DSL to compensation of disadvantages. The verification of a compensation of disadvantages is the responsibility of the school management with specific professional advice from the SENCO and the educational psychologist, in collaboration with the teaching staff.
- Compensation of advantages in Year 10 and the sixth form (including the Abitur examination) may only be authorised by the KMK. Applying for this is the responsibility of the school management and the SENCO. Applications for a compensation of disadvantages in Year 10 are prepared in the December of Year 9. Applications for a compensation of disadvantages for the sixth form (including the Abitur examination) are prepared in the December of Year 10. An up-to-date psychological and psychiatric report is required for the application to the KMK.
- In the case of physical or psychological disabilities, remote schooling at the DSL may be possible in individual cases. The decision rests with the school management, in consultation with the SENCO team. For this offer, special rules of behaviour on the part of the pupil during the lesson apply (eg. complete processing of the materials, continuous operation of the camera).

4.3.3 Internal differentiation at the DSL

Under the specifications of the KMK, the DSL is a German School abroad, which has as its aim the preparation of pupils for the Abitur. Taking the dual qualification of the German International Abitur and the International Baccalaureate is also possible. In general terms, the conditions for admission to the DSL are that pupils will at least gain school leaving qualifications at *Haupt-* or *Realschule* level.

Adapting the educational concept to needs-oriented learning - the *Grundschule*

The *Grundschule* at the DSL has started on the road to firmly integrating support options and pedagogical/methodological differentiation across all classes in the mornings during regular lessons. This makes it possible to offer our pupils individual and needs-oriented learning processes. Further details on this will be made available in the 2021/22 academic year.

Higher and Standard level – handling different learning levels at secondary level

With the different assessment levels, we aim to better cater for the individual talents and competencies of individual pupils or groups of pupils within the school and the individual learning group. All learners have different starting points and talents, with which they build skills and assimilate knowledge at varying rates and to varying extents. After a year-long pilot phase in the subjects of English and German,

both levels have applied from the 2019/20 academic year for all subjects. With the introduction of the HL/SL, we intend:

- To be better able to take into account different starting points.
- To divide subject matter into compulsory subjects and supplementary subjects – the first, almost every pupil should be able to handle; the latter qualifies pupils for entry into the 8-year school system, with the final aim being to take the Abitur (DIA).
- We want to take the opportunity to initially stream pupils according to their individual performance in the subject in question, and not to have to 'label' them per se as *Gymnasium* pupils, or *Real-* or *Hauptschule* pupils.
- We aim in principle to remain compatible with the German three-tier system, to ensure a problem-free return to Germany.
- Two performance scales from 1-6, linked to each other, extend the scope for assessment for the teaching staff. The content will however be different for each of the two educational attainment paths.
- Pupils should be more motivated to learn in a particular subject when it is more precisely suited to them.
- Pupils should have transparency with regard to their performance level in relation to the whole class.

4.3.4 Schooling towards similar and different goals

Pupils usually move from the *Grundschule* to the orientation stage for Secondary School Level 1. Before streaming (at the latest at the end of Year 8). After an observation process at the orientation stage of a total of 1-4 years, the teachers advise the pupils and parents on an ongoing basis regarding their school career. In this, grades, as well as observations of their aptitude for abstraction, their ability to concentrate, the care taken with their work, and in the area of social behaviour, are taken into account.

If the parents, teaching staff and/or the SENCO consider that, in their estimation, the child is having difficulties reaching the learning targets for their academic year, then there is the option of applying to the relevant School management for schooling with different goals. In accordance with the legal specifications of the German education system, and the school's internal criteria, this application is subject to a test being carried out. For the application to be granted, there needs to be a special educational statement (SENCO) and a class conference to agree it, or approval by the school management.

How do lessons with different goals function in a mainstream school?

Schooling with different goals means the learning goals and learning content of the curriculum are adapted to suit the learning level of the pupil. This adjustment of the learning content is indicated in all certificates by a note.

Note: The basic orientation of the DSL to the curriculum of the state of Baden Württemberg has the consequence, that the school's internal criteria and guidelines are subordinate to the reference points and guidelines of the curriculum.

Approval of an application for schooling with different goals is valid at present for a maximum of one academic year. Subsequent to this, another application can be made. In this, the DSL reserves the right to give approval, if necessary, only for certain subjects. Schooling with different goals is only possible in the *Grundschule* and in Secondary Level 1.

Note: If a pupil is schooled with different goals up to the end of Secondary Level 1, it can result in no rating for the *Gymnasium* being possible.

Order of grades

In the *Grundschule*, the ordering which governs the performance assessments, will not necessarily be used for pupils schooled according to different learning goals. An 'orientation' towards this is, however, possible. At the DSL, the use of this at *Grundschule* level and Secondary Level 1 means that in certain cases, an interdisciplinary team comprising teachers, the SENCO and the School management will decide on the grade and the weighting within the grade for the subjects in question.

For **highly talented pupils**, the DSL offers the opportunity of additional lessons (eg. Latin/French from Year 6 on a revolving door model; Spanish can be taken from Year 8 on a voluntary basis as a third foreign language). Furthermore, there is also the opportunity to skip a year, or to take a leave of absence to participate in lessons in another School abroad, and the option of gaining, with the Abitur and the IB, two high-school qualifications. In addition, pupils can prepare for the English IGCSE (International General Certificate of Secondary Education) in selected subjects. Extra-curricular offerings and differentiated teaching and projects are further support options.

5. Integration and linking of an attitude of inclusion on all levels

5.1 Communication and information

Inclusive education requires good communication with and information for all members of the school community regarding learning and living together. The DSL therefore has established and will establish the following systems which will be repeated in our school year and the events calendar on the website:

- Regular information evenings on SEN and BQ
- Participation in roundtable conferences: rounds of talks at regular intervals every 3-4 months (participants: pupils, parents, teaching staff, internal specialists)
- Participation in all grading conferences and education conferences
- Internal weekly meetings in the BQ
- Participation in meetings of class teams and class conferences
- Internal continuing training in school and training of teaching staff
- Participation in the streaming of new classes (transition from Kindergarten to *Grundschule* or *Grundschule* to Secondary)
- Parents evenings in Years 1, 4 and 5
- Collaboration with parents groups (eg. with the parent initiative 'Embrace')
- Participation in school management round-table meetings
- Annual meeting with the DSL board

6. Summary with outlook for the future

The DSL has started on the road to inclusive education for pupils, with various preconditions. This is an ongoing process. We will aim for further milestones, once again modified and implemented.

The process includes **financial costs (above all for specialised staff)** which are not covered by the support provided by the ZfA (German Central Office for Foreign Education). The DSL is therefore investing more funds in inclusive education than are supported by Germany.

There is also an increasing focus on **intensive collaboration** for the school teaching staff, which can only be met by team-working and cooperation, or exchange of information.

The school has established a **network** of external specialists and will extend it further in this respect, so that pupils with special educational needs can access appropriate support measures. This network will be solidly maintained and enlarged.

The DSL is in a good position with regard to the provision of support and advice for multilingual pupils. In order to facilitate **equality of opportunity** for pupils of the DSL in their school education, the prime aim is to create opportunities within the system for pupils to fully exploit their own individual potential.

From this come various **mission steps** which are fundamental in order to reach this goal. Based on the 'Index of Inclusion', the following measures are desirable for DSL:

1. In the area of '**creating an inclusive culture**', there should be an increase in the training and informational events on offer for the whole school community (pupils, teaching staff, parents, board), to foster understanding, acceptance and engagement around inclusive education.
2. In the area of '**establishing inclusive structures**', measures must be introduced to strengthen the methodological/pedagogical competencies in the area of differentiation and individualisation in all teaching staff. This can only be achieved by needs-oriented instruction across the school system.

Furthermore, targeted qualified staff such as specialised teachers, social workers, learning support assistants or general teaching staff with experience of handling autism, maths difficulties/dyscalculia, reading/spelling/dyslexia should be recruited. A school abroad is very reliant on internal specialised staff.

In addition, the establishing of differentiation and therapy rooms is desirable, in order to meet the increasing need for specific support measures (learning islands, time-out rooms, etc.).

3. In the area of '**developing inclusive practices**', the aim is to make co-teaching/team teaching possible. The use of specialised therapeutic offerings (eg. ergotherapy, psycho-motorics) during lessons should also be considered, to relieve pressure on pupils and at the same time support them.

Inclusive education is a process which, in order to succeed, requires community-wide acceptance and appropriate resources, as well as the development of systems which facilitate flexible learning arrangements. The work of the DSL is an important step in this process. Our setting as a School abroad gives us, in cooperation with parents, the opportunity to carry out system-wide professional work in the area of inclusion, and give an impetus to other schools. 'It always takes a village to raise a child.'

7. Sources

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