



International School  
of Hellerup



# Inclusion Policy

International School of Hellerup

## **International School of Hellerup**

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Inclusion Policy

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# Our Guiding Principles

## IB Rules and Policy 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 Rules)

## 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 organisation works with schools, governments, and international organisations 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-centred environment by empowering individuals to fulfil their human potential to become purposeful lifelong learners and responsible global citizens.

# Inclusion Policy

All IB policies are available on our school website under the ['School Policies'](#) page.

## IB Policy Regarding Inclusion

Policy 1.1 The International Baccalaureate (IB) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes. (IB Access and Inclusion Policy)

## Our Inclusion Philosophy

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

## Rights and Responsibilities

As an 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:

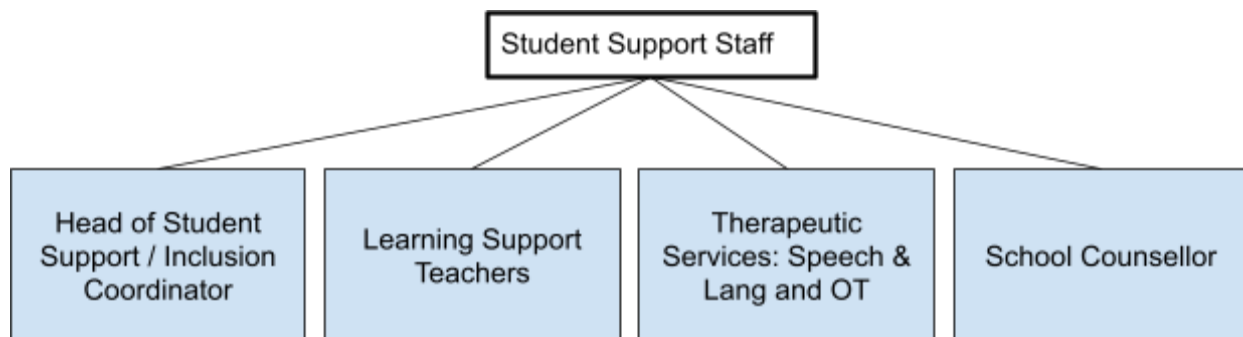
Community Rights	Community Responsibilities
<p><b>Students</b> have access to an inclusive learning environment</p>	<p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>● Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences</li> <li>● Provide opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness</li> </ul> <p><b>Teachers and School</b></p> <ul style="list-style-type: none"> <li>● Convey diversity through the use and display of languages, images and books</li> <li>● Challenge assumptions through inquiries that honor diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, and public figures/ representatives from local and global communities)</li> <li>● Reinforce desired values, dispositions, and behaviors in class and on the playground</li> <li>● Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic, social diversity and neurodiversity</li> <li>● Teachers use Universal Designs for Learning (UDL) to design their lesson</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● Foster an inclusive environment by inviting others to join games on the playground and in social activities</li> <li>● Engage with different students in the playground and in inquiry groups</li> <li>● Are open-minded and respectful</li> <li>● Demonstrate empathy and respect by understanding and acknowledging the feelings of others, reflecting on how their actions impact the well-being of those around them.</li> <li>● Learn to be aware that body language can also send messages of inclusion or exclusion</li> <li>● Challenge their own assumptions and prejudices</li> </ul>

	<ul style="list-style-type: none"> <li>• Treat everyone with mutual respect, including those who speak a different language, come from a different country, or have different beliefs or learning needs</li> <li>• Resolve conflicts thoughtfully and respectfully, seeking constructive dialogue and adult guidance when needed</li> <li>• Welcome and support new students to foster a caring and inclusive learning community</li> <li>• Take responsibility for their actions, demonstrating integrity as principled learners</li> <li>• Model empathy and respect by addressing insensitive behaviors through positive, inclusive actions, exemplifying the attributes of a caring and principled learner</li> </ul>
<p><b>Students</b> learn without barriers</p>	<p><b>Senior Leadership Team and School Board</b>, in consultation with educators, learning support professionals, parents, students and all stakeholders,</p> <ul style="list-style-type: none"> <li>• Implement processes to remove barriers to learning for every member of the school community, for example following the <a href="#">UDL principles</a></li> <li>• Ensure opportunities for ongoing collaboration across departments for consistent student support</li> </ul> <p><b>Every Teacher</b>, as a teacher of <i>all</i> students,</p> <ul style="list-style-type: none"> <li>• Ensure that every student is exposed to teaching and learning that reaches them as individual learners</li> <li>• Explicitly teaches students how to make mistakes, fail well and overcome obstacles</li> <li>• 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</li> <li>• Involves and includes parents and legal guardians in learning and teaching in an inclusive way</li> <li>• Acknowledge their role as a language teacher, recognizing that all teachers play a vital role in the language development of students.</li> </ul> <p><b>Head of Student Support / Inclusion Coordinator</b></p> <ul style="list-style-type: none"> <li>• Works in collaboration with relevant team members to invite speakers and visitors to share with the learning community</li> </ul>

	<ul style="list-style-type: none"> <li>● Involves and includes parents and legal guardians in learning and teaching in an inclusive way</li> <li>● Supports students, families, teachers and staff in transition through thoughtful induction programmes</li> <li>● Engages locally through a collaborative and constructive relationship with the school's local community</li> <li>● Trains staff in appropriate inclusive arrangements</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>● Provide accurate information about the child's needs and history</li> <li>● Partner with the school on developing approaches that will support the child's academic development</li> <li>● Follow through on agreements with the school</li> <li>● Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts</li> </ul>
<p><b>The whole school community</b> is celebrated for their personal and cultural identities</p>	<p><b>The School Board and Leadership</b></p> <ul style="list-style-type: none"> <li>● Ensures that international-mindedness is embedded in the school ethos through mission statements and policies</li> </ul> <p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>● Creates community links that promote inclusion</li> <li>● Celebrates events and activities that promote intercultural appreciation</li> <li>● Provides adequate education and support for teachers to manage discussions regarding national identity and global conflicts</li> </ul> <p><b>Teachers and School Leadership</b></p> <ul style="list-style-type: none"> <li>● Encourage and support students to explore multiple perspectives</li> <li>● Share their own experiences, interests and viewpoints with students</li> <li>● Challenge assumptions through inquiries that honor 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)</li> </ul>

	<ul style="list-style-type: none"> <li>• Challenge disrespectful or insensitive behavior and comments</li> <li>• Have no tolerance for bullying</li> <li>• Show respect and kindness to all community members</li> <li>• Model internationally-minded values and dispositions</li> <li>• Are prepared to respond to and discuss difficult topics such as national identity or local and global conflicts</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Share their own cultural traditions and stories in classroom discussions and assemblies</li> <li>• Value peers and teachers for who they are</li> </ul>
<p><b>Students</b> are encouraged to share their views</p>	<p><b>The School Leadership and Teachers</b></p> <ul style="list-style-type: none"> <li>• Encourage participation in school decision-making by all members of the learning community</li> <li>• Encourage safe and respectful dialogues</li> <li>• Encourage independent and collective thinking</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Listen to other perspectives without making judgments</li> </ul>

## Student Support Staff



The Student Support Staff provides services to students with academic, behavioral and social-emotional needs. It supports teachers in selecting and using appropriate strategies/interventions within the classroom. The department supports students in whole-class,

small-group and individualized sessions. Internal/external partners (speech and language therapists, dyslexia therapists, occupational therapists, learning coaches, psychologists, behavior therapists, medical doctors, physical therapists, tutors and consultants) afforded our students the opportunity to obtain additional services based on their area(s) of need. Speech language and occupational therapies are offered internally. Support from external therapists or professionals may be provided on the school premises in the case that the school cannot offer this support. Parents/legal guardians are responsible for the associated fees.

### **Head of Student Support / Inclusion Coordinator**

The Head of Student Support (Primary School & Middle School) / Learning Support Coordinator (High School) liaises with school personnel, state agencies, and private entities to coordinate the delivery of services for students on the student support register. They provide guidance on interventions and strategies teachers need to address the challenges students face. 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 behavioral/social/emotional concerns. They also monitor progress toward goals and coach teachers in the use of differentiated strategies.

### **School Counselor**

The school counselor facilitates group and individual sessions geared at building students' self-awareness, self-esteem, self-efficacy, self-confidence, and general well-being. Collaborates as needed with stakeholders (parents, leadership, homeroom/advisory teacher) on the counseling process, prior to, during, and after the engagement.

## **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 City Campus is currently not able to admit students who use a wheelchair as the specifications of our buildings do not allow us to do so.

It is our aim to meet the needs of all students enrolled at ISH. We do our utmost in order to meet the needs, in collaboration with families and external support services. However, if we determine after implementing all possible paths that we can not meet the needs of the student, we may require the family to seek alternative options.

## 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 organizes seminars on related topics (plagiarism, copyrights, etc.). In MYP and DP, students with identified learning difficulties receive individualized 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 for 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 Head of Student Support is 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 organizes 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 Student 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 Head of Student Support / Learning Support Coordinator. 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 synthesizing evaluation reports and including pertinent details in the Background section of the students' Individual Education Plans (IEPs). Students' IEPs are kept on the G:Drive and can be accessed by teachers who work with that student.

## Transfer of Information

Transitioning from the Primary to the Middle School involves an initial meeting with the PYP 5 teachers, the MYP1 and PYP 5 learning support teachers and Head of Student Support Services, 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).

## **Negative Social Control, Extremism and Radicalisation Abuse**

Our school is committed to providing an inclusive, safe, and welcoming environment for all students. We recognise that some children and young people may be vulnerable to negative social control (including honour-based pressure or coercion), extremist ideologies, or processes of radicalisation. These behaviors are treated as safeguarding concerns in accordance with our school's Safeguarding and Child Protection Policy.

## **Cycle of Review**

*Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy will be published in January 2025 and will apply from January 2025 - June 2027. Policies will be updated every year by coordinators and reviewed after 3 academic years.*

# Appendices

## Appendix 1: Learning Support and Service Delivery

### Primary and Middle School

ISH promotes the implementation of evidence-based interventions to ensure equity and access across the curriculum. In the Primary School, we offer academic, behavioral, and social-emotional support on an individual or small group basis across grade levels. The learning support teacher also provides individualized and small group or whole class facilitation during specific lessons in the classroom.

In the Middle School, ISH offers learning support at each grade level to a number of students who require additional support in order to access the curriculum. 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 strives to integrate learning support services into the general classroom as much as possible.

### Student Study Team

The purpose of the Student Study Team (SST) is to provide a confidential, structured forum for teachers and specialist educators to discuss students who are experiencing problems in their learning. The Student Study Team (SST) is a multidisciplinary team of staff dedicated to identifying and assisting students who are experiencing difficulties by providing early systematic assistance to students and connecting them to appropriate interventions and supports.

### Levels of Support

There are three levels of academic support offered in the Primary School and Middle School, dependent upon resource availability: mild, moderate and intensive. In some cases, an additional fee is in order to provide the support. The fees have been kept as low as possible.

Included as part of the school fees, ISH offers mild support to students who are experiencing challenges accessing the curriculum. An additional fee is required for moderate or intensive support, paid for at a subsidized rate by the parents.

Support level	Support provided	Additional Fees
Mild	Primary School: 1 to 4 lessons a week (45 min) Middle School: 1 to 2 lessons a week (75 mi)	No additional fees
Moderate	Primary School: 5 to 12 lessons a week (45 min) Middle School: 3 to 7 lessons a week (75 min)	3000 DKK per month
Intensive	Primary School: 12 or more lessons a week (45 min) Middle School: 7 or more lessons a week (75 min)	Amount is dependent on the level of additional resources required.

To evaluate the effectiveness of service delivery and ensure the uniformed dissemination of communication among all stakeholders, Individual Education Plans (IEP), or behavior intervention plans are created.

### Primary School and Middle School School Referral Process

The referral process aims to ensure students receive the support they need through a structured, collaborative approach. The steps include:

1. **Initial Collaboration:** The teacher identifies concerns and consults with colleagues (via email or conversation) to determine whether the issue is class-specific or school-wide.
2. **Implementation of Strategies:** The teacher implements strategies to address the concern, differentiating instruction and collecting data on student progress. Teachers may consult with the Student Support Department. While a General Support Plan can be helpful, it is not mandatory for this stage.
3. **Engaging Parents and Students:** Teachers share concerns with parents and/or the student to collaboratively explore solutions.
4. **Pre-Referral Strategies:** After implementing strategies with fidelity and documenting outcomes, if concerns persist, the teacher informs parents of their intention to refer the student to the Student Study Team (SST).
5. **Formal Referral:** The teacher completes the referral form, attaching all relevant documentation, including data on pre-referral strategies and their outcomes.
6. **Student Study Team (SST) Meeting:** The referring teacher presents the case to the SST, where decisions are made collaboratively. A representative from the SST follows up with parents regarding any proposed plan of action.

## Post-Referral Interventions and Support

Once a referral is processed and the SST determines the need for additional support, interventions may include:

1. **Assessment Process:** The SST reviews educational evidence and may recommend educational and/or psychological assessments to identify specific areas of need. If assessments indicate significant difficulties, the following support options are considered:
  - **In-Class Support (Push-In Model):** A Learning Support Teacher collaborates with the mainstream teacher to design and deliver lessons that create an inclusive learning environment. This support occurs during regular lessons and aims to provide individualized assistance.
  - **Study Skills Classes (Pull-Out Model):** A Learning Support Teacher provides intensive, targeted instruction in a one-on-one or small-group setting. These sessions focus on foundational skills in literacy and numeracy, as well as general organization and self-management skills.
2. **Goal-Oriented Support:** The primary goal of support is to help students access the curriculum and develop essential study skills. Teachers work systematically with students to address their individual learning goals.
3. **Monitoring and Communication:** The SST ensures ongoing communication with parents about the student's progress and any adjustments to the support plan.

By integrating these steps, the referral and support processes create a cohesive framework that fosters student success while maintaining collaboration among teachers, parents, and support staff.

## Individualised Education Plan

For all students with identified learning difficulties, the Learning Support Team will design an Individualised Educational Plan (IEP) together with the student, their family, the student's teachers, and relevant members of student support services. 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 finalized with the students' subject teachers (including any internal 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 goals are reviewed three times per year and a progress report is sent to the parents.. 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.

### **Inclusive Access Arrangement Plan**

For students who benefit from inclusive access arrangement (IB definition) an Inclusive Access Arrangement Plan (IAAP) will be developed together with the student, their family, the student's subject teachers and advisor. The IAAP describes the arrangements that the student benefits from. The IAAPs are tailored to each individual's specific needs and are developed with a focus on students' skills, interests and well-being. IAAP development is a collaborative process that is led by the student in a meeting between the student, their family and the Learning Support Team.

### **Social-Emotional Support**

The Homeroom Teacher/Advisor, Principal, Head of Student Support Services, along with the Counsellor work collaboratively within their division with families and students to ensure student's well being. Any teacher may refer a student to the school counselor through the online "[School Counselor Referral Form](#)". The school counselor will then follow-up with the student and the referring teacher. It should be noted here that all information is always treated confidentially.

For further information regarding the Primary School and Middle School multi-tiered behavioral and social-emotional support model see the "Student Behaviour Support Guide (PYP)" and "Middle School Behavior Support Guide" linked in Appendix 4.

### **Transitions**

The Student Support Department facilitates a transition process to ensure there's a success for students with identified learning and/or social emotional needs.

- **Primary School to Middle School:** This process begins with a meeting with the PYP 5 teachers, the learning support teachers in MYP 1 and PYP 5 and the Head of Student Support Services, 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 Head of Student Support Services, 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 finalize the draft of the learning plan. The finalized learning plan is implemented upon the student's return to school in the new school year.

- **Middle School to High School:** A meeting between relevant Student Support Team members (Middle School and High School) to discuss students transitioning from MYP4 to MYP5 (different campus). These meetings occur in May. Following this, a meeting between Student Support Team members (Middle School and High School) and class advisors to students transitioning, with a focus on other students who were not previously discussed. When necessary, the HS Inclusion Coordinator and HS counselor will also be invited to any relevant annual support meetings (IEP and IAAP) prior to the student's transition.

## High School (MYP5, DP1, DP2)

The High School division of ISH provides targeted support for students with identified learning difficulties and/or social-emotional and behavioral difficulties. The support in High School is therefore differentiated into two key areas: *academic support* and *social-emotional & behavioral support*.

### Academic Support

Assistance may be provided both in and out of the classroom, as appropriate. The support lessons are not intended to provide an alternative course of study but to foster skills and competencies that will help students better access the curriculum and remove barriers to their learning.

### Referral Procedure

As an inclusive school, we celebrate learning successes, build on students' strengths, and proactively address challenges to support the holistic development of each student. When a subject teacher identifies that a student is struggling in class, the following steps are followed:

1. The teacher implements a variety of strategies to provide support.
2. If these preliminary interventions do not lead to measurable progress over a 6-week period, the teacher may, with the consent of the parents or legal guardians, submit a referral form to the Student Support Services. This referral aims to identify any underlying cognitive or learning challenges that may hinder the student's ability to access the curriculum.
3. The Student Support specialists will review the referral and the accompanying educational evidence to determine the appropriate psychological and/or educational assessments necessary for effective educational planning. Assessments may include, but are not limited to, screening for difficulties in reading, writing, mathematics, executive

functioning skills, and cognitive challenges. In some cases, it may also be beneficial for a Student Support specialist to observe the student in class to gain further insight into their needs. In certain circumstances, the Student Support specialists may refer the student for an evaluation outside of the school, e.g. by a medical specialist or clinical psychologist.

4. If the assessment results indicate that the student experiences significant difficulties in one or more areas of learning and/or cognition, they will begin receiving support in one or more of the following ways.

### Academic Support Methodologies

For all students with identified difficulties or disabilities that affect their learning, the Student Support specialists will design an Inclusive Access Arrangements Plan (IAAP) together with the student and their family. An IAAP refers to the provisions made to ensure that students with identified learning needs or disabilities, have equitable access to assessments and learning opportunities. These arrangements are tailored to meet individual student requirements, allowing them to demonstrate their knowledge and skills effectively. Inclusive Access Arrangements can be categorized into two types: those that require prior authorization and those that do not:

- **Arrangements Requiring Prior Authorization:** The eligibility criteria are defined for each arrangement separately in the Access and Inclusion Policy of the IB and are based on psychometric or educational testing scores and existing diagnoses of the student. These arrangements must be approved by the IBO before they can be implemented for a candidate's final exams based on educational and psychological documentation that the school needs to provide in collaboration with the student and their family. Common examples include and are not limited to:
  - **Additional Time:** Additional time for assessments to accommodate difficulties with reading speed, working memory, visuomotor coordination, processing speed, writing fluency etc.
  - **Use of Technology:** Permission to use a text editor or other assistive technology (e.g., text-to-speech software) during assessments for students with reading, writing or psychomotor challenges.
  - **Modified Papers:** Adaptations to exam papers, such as larger print or colored overlay for students with visual challenges.
  - **Aids:** An aid could include a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid.

- **Scribes or Readers:** Allowing a designated individual to assist with writing or reading during assessments. Please notice that the student's family is responsible for covering the cost of a human reader or scribe.
- **Deferrals:** Deferrals may be allowed to accommodate students who may face significant challenges that prevent them from participating in assessments or deliver IB coursework at the scheduled time
- **Arrangements Not Requiring Prior Authorization:** These arrangements can be implemented by the school without needing prior approval, as they are considered standard accommodations. Examples include and are not limited to:
  - **Seating Arrangements:** Preferential placement of the student in the exam hall.
  - **Separate Room:** If it is in the best interests of the candidate or other candidates in the group, e.g. due to sound/light sensitivity, distractibility or use of a human reader/scribe, a student may take their exams in a separate room. All regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator and it is the responsibility of the family to cover the cost of the additional invigilator.
  - **Rest Breaks:** Allowing students to take short breaks as needed to manage stress or distractibility (up to 10 minutes per hour of examination) following an official agreement with the DP Coordinator.

All the agreed arrangements are documented in the student's IAAP and are tailored to each individual's specific needs. An IAAP is developed with a focus on students' well-being and with the collaboration of their family. As pointed above, 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.

1. **In-class support (or push-in support):** a teacher offers support to students during their lessons in the mainstream classroom together with the subject teacher. Both teachers collaborate 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 sessions:** a teacher offers intensive, targeted support in a one-on-one or small-group setting with an emphasis on each student's individual learning goals. During these sessions, teachers collaborate with students to identify specific areas for improvement, systematically developing foundational

skills such as organization, time management, note-taking, and effective study techniques.

3. **Time-limited interventions:** students facing identified challenges in literacy may be supported through a computer-assisted intervention in one or more areas of reading or writing. This approach is designed to be implemented over a limited time period, with weekly sessions focusing on targeted skill development in reading and writing. The intervention begins with an initial assessment to identify the student's reading level and specific areas of need. These data inform personalized learning pathways. The intervention concludes with a reassessment to measure progress against the initial benchmarks, allowing for a comprehensive evaluation of skill development.

### Social-Emotional & Behavioral Support

At ISH we recognize that a student's well-being is integral to their academic success and we implement a range of support pathways to address the diverse needs of students facing social, emotional, or behavioral challenges.

#### Referral Procedure

- Any teacher who observes a student being in distress needs to report it to their class Advisor.
- The Advisor will then have a care meeting with the student and evaluate if the student needs to be referred to the counselor for additional support.
- Alternatively, students may directly contact the counselor to request an appointment.
- It should be noted here that all information is always treated confidentially.

### Key Support Pathways

1. **On-Site Counseling:** our school is able to provide access to a qualified counselor who can offer individual or group counseling sessions. This can help students navigate personal challenges, develop coping strategies, and enhance their emotional resilience.
2. **Screening and Assessment:** our counselor may implement screening processes to identify students who may be at risk for social-emotional or behavioral issues. This can involve teacher observations, self-reporting tools, and parental input.
3. **Referral to External Services:** our counselor may refer the student and/or their family to a network of external services, including local clinics, hospitals, and specialists, for

additional support. This ensures that students receive comprehensive care beyond what is available within the school.

4. **Parental and Family Support:** the counselor may occasionally encourage family involvement in counseling, which can help address dynamics that may be affecting the student's social-emotional health.

## Appendix 2: Resources for Student Support in High School

### SPS (Special Pedagogisk Støtte; Special Pedagogisk Support):

SPS is a set of support services offered by the Ministry of Children and Education (Børne- og Undervisningsministeriet) aimed at providing tailored educational assistance to students with identified special needs. The SPS framework is designed to ensure that all students, regardless of their individual challenges, have equal access to quality education and opportunities for personal development. Students who require special pedagogical support can include those with diagnosed disabilities, chronic illnesses, or significant documented learning challenges such as Dyslexia, Attention Deficit and Hyperactivity Disorder, Autism Spectrum Disorder etc. The support is designed to be flexible and responsive to the individual needs of each student. The Danish government allocates funding to schools for the implementation of SPS, allowing them to provide necessary resources and support services. The Student Support specialists are responsible for applying for said funding, so that students who qualify for SPS can access the available services without any additional cost for their families. The types of support offered include:

- **Support Hours (støttetimer):** This may involve additional teaching staff or special educators who work alongside classroom teachers to provide focused support. Each student who is granted SPS support hours (støttetimer) receives a customized learning plan that outlines specific support measures, resources, and goals tailored to their unique needs. SPS support hours (støttetimer) may be used in the classroom for in-class support and/or for individualized study skills sessions (see section above re. Academic Support Methodologies in High School).
- **Assistive Technology:** Access to tools and technologies that facilitate learning, such as assistive software for reading and writing, can be provided to students who qualify for it.

### Academic Assessments

The Student Support Team conducts standardized educational assessments as necessary in order to identify students' strengths and specific needs and provide the necessary arrangements to support them in accessing the curriculum. Standardized testing is also administered before and after an intervention to measure progress.

### Social-Emotional & Behavioral Assessments

Social-Emotional and Behavioral Assessments are administered by the Social-Emotional Counselors. These assessments are designed to identify the social-emotional needs and behavioral challenges of all students, particularly those at risk of academic or social difficulties. The data gathered will inform intervention pathways as well as educational planning, ensuring

that all students have equitable access to resources that facilitate their social and emotional development.

### **Assistive Technology**

For students with identified reading and/or writing difficulties or for students with motor coordination issues, Student Support 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 individual case) following an application to the IB. Additional editing features such as 'Speech to Text' and/or 'Text to Speech' conversion or predictive text and other features of assistive software may be enabled following authorization from the IB. Students with marked difficulties in mathematical computation will be granted the use of a 4-function calculator for all tasks and examinations that require numerical processing. Other aids such as a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid will also be allowed upon authorisation from the IB.

### **Human Assistance**

This includes the provision of specialized support personnel such as scribes, readers, caretakers for health matters, communicators, and sign language interpreters. Each role is tailored to meet the diverse needs of students, thereby facilitating their full participation in the assessment process. It is important to note that the provision of human assistance during IB examinations incurs additional costs. Families will be responsible for covering these expenses, which may include hiring trained personnel to support their child during the assessments. We encourage families to discuss their specific needs with school administration to ensure that appropriate arrangements are made in a timely manner. Our policy ensures that requests for human assistance are carefully considered and tailored to individual needs, in accordance with the IB Inclusion Policy guidelines.

### **Student Welfare Team**

The Student Welfare Team (SWT) is an essential component of our school's inclusive practices, dedicated to promoting the well-being and success of all students. By focusing on prevention, intervention, collaboration, and continuous improvement, the SWT ensures that every student has the support they need to thrive in an inclusive educational environment. Our SWT comprises the Inclusion Coordinator, Social-Emotional Counselor, Curriculum Coordinators, Principal and Advisors who meet periodically and separately for each grade level to ensure that all students, particularly those facing social, emotional, and behavioral challenges, receive the necessary support to thrive academically and personally. For more information on the scope and function of the SWT, please refer to the school's Child Protection Policy.

## **Student Needs Identification Faculty ('Stoplight') Meetings**

Student needs identification meetings are structured sessions designed to collaboratively assess and identify the specific needs of all students, particularly those who may require additional support due to academic, social, or emotional challenges. These meetings are scheduled periodically and the whole faculty participates. They serve as a crucial component of our school's inclusive approach and aim to create a comprehensive understanding of each student's unique circumstances. These meetings aim to identify the diverse needs of students effectively and early, so appropriate intervention pathways are followed. Through structured discussions and action planning, we strive to ensure that all students receive necessary support to succeed.

## **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.

## Appendix 3: 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)

**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)

## Appendix 4: 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
- MYP: From Principles into Practice
- Learning Diversity in the International Baccalaureate Programmes
- ISH Student Behaviour Support Guide (PYP)
- ISH Middle School Behavior Support Guide