



Inclusion Policy

Engage, Learn, Reflect

Engage: EIS provides a safe educational environment where all students, staff and parents engage in a caring and diverse culture of learning.

Learn: EIS turns engagement into reflective academic excellence focusing on the needs of the individual learner to prepare for any level of further education.

Reflect: EIS learners acquire new knowledge and skills through ongoing reflection and engagement.

Mission Statement

EIS aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

| Procedure | Date | Who |
|-----------|----------------|----------------------|
| Adopted | September 2019 | Inclusion Team |
| Updated | August 2019 | Inclusion Team |
| Updated | February 2024 | Student Support Team |
| Review | April 2026 | Student Support Team |

The IB learner profile attributes

The ultimate aim of all IB programmes is to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB definition of inclusion: The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities." ('The IB guide to inclusive education: a resource for whole school development', 2019).

Philosophy of Inclusion: (Each child is unique)

- All children have the right to an education and should be 'allowed to demonstrate their ability under assessment conditions that are as fair as possible' (Access and Inclusion Policy IB). All teachers are inclusion teachers and demonstrate an open-mindedness, adaptability and respect towards differences. The purpose of this inclusion policy is to outline how EIS aims to remove or reduce barriers that students may find in their learning or assessment.

Vision:

- We aim to ensure all students succeed and progress in their learning journey, regardless of their boundaries to learning. The needs of students with learning differences will be met wherever possible and we will continue to update, revise and better this policy as well as the resources made available to all of our students.

Provisions:

- We recognise that learning differences can include different social, academic, personal/ emotional, psychological, physical and cognitive difficulties. With this in mind, the materials and support we offer will be tailored to the needs of individual students as far as possible. These materials and areas of support include but are not limited to:
 - o Accessibility for learners with restricted movement.
 - o Differentiation in the classroom e.g. levelled reading, textbooks, flexible deadlines, modified assessments, ICT resources/ support, scribing.
 - o English as an Additional Language (EAL) support (extra time learning English literacy in a smaller group setting).
 - o School counsellor who is available to meet the social/ emotional needs of our students and their families.
 - o Following of IB Access and Inclusion policy in the administration of exams.

- Referral processes to the Kommune (i.e. assessments for students to establish what resources can be made available to them through government agencies e.g. speech therapy, physical therapy, ICT backpacks for learners with dyslexia, one-to-one learning support).
- Building is wheelchair accessible, and a toilet facility is available to wheelchair users.

Admissions process:

- During the admission procedure, parents must provide documentation that informs us about the child's background regarding any needs that should be met.
- When a need becomes apparent throughout the process that cannot be met by the school, in the best interests of the student, they will not be admitted.

Responsibilities of :

- Parent
 - Keep communication open with teachers about any updates/medical information that pertains to the students learning
 - Support child at home through plans made by the school
 - Ensure the child arrives at school with any necessary provisions (e.g. ICT backpack, medication etc)
- PYP or MYP Teacher
 - Differentiate or use Universal Design for Learning (UDL) to best support any students with barriers to learning
 - Create learning materials that best support any barriers to learning that the support teachers can use with the student
 - Communicate to Administration any concerns regarding students with potential barriers to learning
 - Creating and maintaining a safe and effective learning space
 - Set meetings and communicate with any stakeholders regarding the student
 - Communicate with support teacher about any updates about the student
 - Fill out documentation for the Kommune if any additional support is needed
 - Record observations to maintain sufficient documentation
 - Familiarise with the students' history/background
- Learning Support Facilitator (LSF)

- Collaborates with teachers, administration and learning support staff to provide necessary supports
- Observe students in class to help support teachers in accommodating and modifying learning
- School well-being counsellor
 - Provide personal counselling to students or if necessary, provide referral service to appropriate community agencies.
 - Provide academic or social counselling to students individually and in groups.
 - Collaborates with teachers, administration, students services staff to provide necessary support over a student's health or well-being.
 - Meeting with parents to provide necessary support.
- EAL Teacher
 - Assess and place incoming EAL students, ensuring that they are appropriately placed based on their language proficiency levels
 - Deliver direct instruction to students who are learning English as an additional language
 - Conducting consistent reading and writing assessments to track EAL learners' progress
 - Supporting EAL learners in classes (as needed) such as UOI and Language Arts
 - Develop learner focused relationships to ensure that the EAL learners feel safe, respected and are not afraid of asking for help and making mistakes
- Learning Support Assistant (LSA)/ Support Teacher (from the Kommune)
 - Collaborate with classroom teacher/s to best support student/s
 - Attend meetings with Kommune to update them about the student, if needed
- Administration
 - Update teachers/support teachers about any updates from the IB about inclusion
 - Provide teachers/support staff with professional development and training to support students with learning barriers

- Communicate with teachers and incoming staff about history/background of current and incoming children with barriers to learning
- Student
 - Provide feedback, as age appropriate, on learning and goals
 - Active in providing input into learning engagements
 - Provide reflections (written or verbal) on social and emotional growth

The following standards and practices were used for the development of this inclusion policy. Standards and Practices from the IB which support inclusion

Student support 1.3: The school provides safe and effective learning spaces and learning environments. (0202-01-0300)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

PYP 1: The school articulates and demonstrates that the PYP is accessible to interested students, regardless of learner variability. (0301-01-0311)

PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)

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

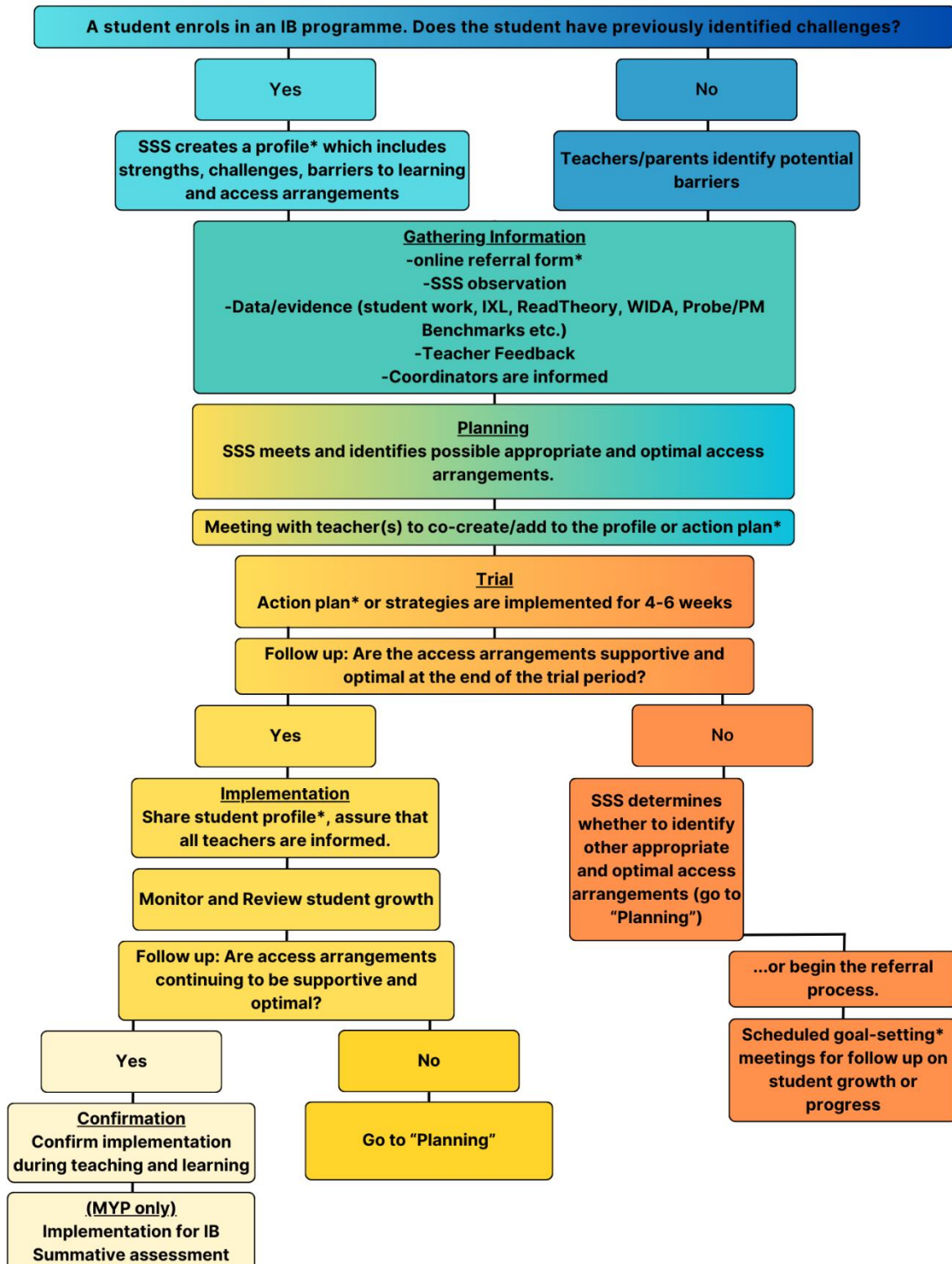
Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

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)

Appendix

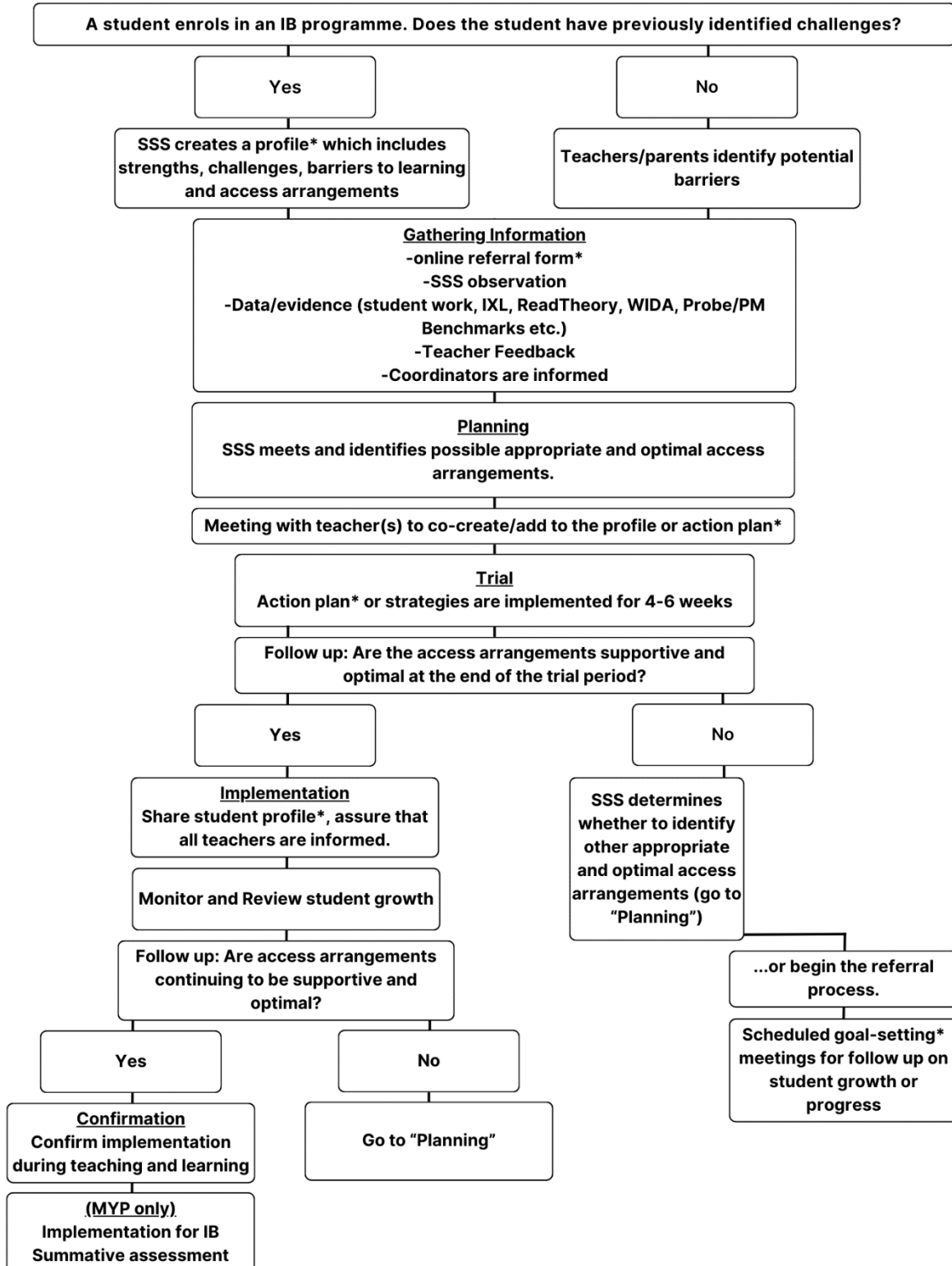
Referral Process

REFERRAL PROCESS FOR STUDENT SUPPORT SERVICES (SSS)



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Learning Support Referral Form

[Referral form](#) (internal document)