



Esbjerg International School

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.

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 student as far as possible. These materials and areas of support include but are not limited to:
 - o Accessibility for learners with restricted movement.

- Differentiation in the classroom e.g. levelled reading, textbooks, flexible deadlines, modified assessments, ICT resources/ support, scribing.
- English as an Additional Language (EAL) support (extra time learning English literacy in a smaller group setting).
- School counsellor who is available to meet the social/ emotional needs of our students and their families.
- 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 bathroom facility available to wheelchair users

Procedure:

Admissions:

- 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 an 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
- Support Teacher (from the Kommune or EAL)
- 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

Learning Support Referral Form

Referral Form MASTER

Part A- Referring Teacher:

Student Name:		School ID Number:	
Mother Tongue:		Homeroom Teacher:	
Referral Date:		Health Concerns/Medications:	

Check Your Concerns

Time Management		Motivation		Reading Fluency	
Ability to Focus		Passive/Sleepy		Reading Comprehension	
Task Initiation/Completion		Motor Skills		Written Expression	
Organisation		Processing Speed		Writing Fluency	
Social Skills		Communication		Math Calculation	
Anger Management		Oral Expression		Math Problem Solving	
Emotional Control		Listening Skills		High Ability	
Other:					

Observations/Comments

Student's Strengths

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Note 2 or more strategies you have tried, comment on their effectiveness, and outline timespan of intervention



Part B- Facilitated by a member of the leadership team.

Teacher Comments

Subject	
Teacher Name	Comments



Learning Support Plan Goals (SecondaryMYP)

Student Name:		School Year:	
Homeroom teacher:		Grade:	

Support Assistance provided for the following areas:		Type of Support:		
Literacy Skills	Written Language	In Class	Pull Out	
Mathematics	Study Skills	Other		
Key:	GA= Goal Achieved	MP= Making Progress	NR= Needs Reinforcement	NP= No Progress

Indicate at after each quarter progress towards the goal using the above Key.

Goal:				
Objectives:	1st	2nd	3rd	4th

(Example of Goals)

Goal:	Executive function and organization:
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Objectives:	1st	2nd	3rd	4th
(Sample) will participate in classes by maintaining positive visual and auditory attention, and by staying on topic when he answers questions or volunteer's information, with diminishing teacher prompts, as observed by teacher and counselor.				
(Sample) will create and maintain a "to do" list, including tasks, materials needed, and calendar with the help of the teacher, after that, X will make timelines for task and project completion.				
(Sample) X will ask for assistance from the teacher, counselor, or teacher if he has a clarifying question or does not understand directions, 80% of the time.				
(Sample) While tasks and units may be scaffolded to help (the student) approach grade-level benchmarks in core classes, X will produce required class tasks with increasing focus and independence and diminishing prompts from the teacher.				

Goal:	(Sample) Will improve writing legibility and fluency, as well as typing rate, so that he can produce schoolwork by due dates with increasing independence and diminishing adult prompts			
Objectives:	1st	2nd	3rd	4th
(Sample) Will adjust grip on pencil to improve fluidity of writing, as well as skills such as holding a ruler steady, in order to improve his/ her confidence, proficiency, and frequency of class work across the curriculum.				
(Sample) will improve writing legibility and fluency, through tasks such as copying designs, words, sentences, paragraphs, math expressions, and multiple-step math problems, in class; and X will show evidence of transferring these skills in order to maintain X required math, humanities, science, art journals, and notebooks.				
(Sample) will practice and improve writing fluency, given timed prompts of increasing length (from 5 minutes in August to 20 minutes in May) in class.				

<p>(Sample)When working on his laptop, X will use spell check and grammar check to edit contrived writing samples as well as his own work, with diminishing adult support.</p> <p>(Sample) Using handwriting or laptop, X will maintain a journal for monthly self-reflections on these LSP goals in order for him to track increasing confidence in his communication skills and growth in executive function skills to meet deadlines for required assignments.</p>				
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Comments and Observations about Progress
<p>1st NOTES: Parents will submit any new medical, cognitive, or speech language assessments done over the summer.</p>
<p>2nd NOTES:</p>
<p>3rd</p>
<p>4th</p>

Learning Support Plan (Primary/PYP)

Student Name:		Date:	
D.O.B:		Homeroom Teacher:	
Mother Tongue:		Grade:	
Parent Contact:		Student ID Number:	
Assessments on file:		Review Date:	
Outside Providers/support:			

Student Characteristics	Strategies
	Accommodations

Check	Areas to Develop	Comments
	Reading	
	Writing	
	Mathematics	
	Attention	
	Behaviour/Social and Emotional	
	Motor Skills	

Feedback on previous goals/targets (Homeroom and Leadership Team)

Previous Goals/Targets	Comment	Goal achieved	Goal continued	New goal needed
Class + teacher name				

Classroom				
Additional Support				

Specialist	Comments
Danish	
Language Acquisition	
Visual Art	
Music	
PE	

Current Goals/Target Areas

SMART Goals	Strategies or Interventions	Evidence of Progress	Title of Person/People Responsible
1			
2			
3			

Parent: I acknowledge that this plan has been shared with me. I understand that students receiving support for longer than 1 year with minimal progress as documented by EIS may be required to seek an assessment from outside agency or professional.

Parent Signature:

DATE: