

IST Primary Inclusion/SEN policy

Reviewed: November 2023

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Rationale

International School Twente Primary (IST) is committed to providing a supportive and inclusive environment where all students can thrive academically, socially, and emotionally. We strive to create a learning community which honours the uniqueness of each student, and supports their individual learning journey at a pace and manner that suits their needs.

Intent of our Inclusion policy

The intent of this policy is to give clarity and direction to all stakeholders about IST's practice of inclusive education, and how this is carried out at IST.

International School Twente Mission statement

Our mission is to provide excellent international education to students from diverse backgrounds

IB mission statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Vision

- We offer our students essential stepping stones to learn to become a successful and happy global citizen.
- We aim to develop inquisitive minds that have a love for learning and therefore excel in personal and academic growth.
- We cultivate a school community to provide our students with an inclusive and caring environment within which they can build strong friendships that will last throughout their international lifetime.

Obligations

As a school receiving public funding in the Netherlands, IST has a legal obligation to provide inclusive education, outlined as follows:

“Schools are required to offer supplemental instruction, support, and guidance to all students whose educational needs differ from the tutelage in the regular classroom

From article 8 and article 12

- For those students who consistently require instruction at a different level than other students in their age group, the school tailors the education in a manner that meets the individual needs and skills of identified students.
- Suitable education and appropriate instruction and guidance must effectuate a continuous progression of the student's academic development.
- The school evaluates the results of the interventions periodically and adjusts where and when needed.
- The school documents objectives and goals of the intervention in an individual educational support plan and stipulates extra measures taken to supplement the standard curriculum. The school outlines prospects for suitable academic and social development for all students receiving structural additional support services.

Additionally: "Schools use a monitoring system to continuously document progression of the student's personal and academic development and identify the student's level, year group and school. The monitoring system makes use of tests that assess the student's knowledge and skills".

From article 8

- Instruction is organised in a way that secures an uninterrupted educational development that is aligned with the student's learning profile and progress.
- First and foremost, primary education focuses on emotional and cognitive development, creative growth, development of essential knowledge, and acquiring a social, cultural and physical skill set.
- The law stipulates that evidence of progress in mathematics and language is obtained through the administration of a "trustworthy, valid and normed test." The systematic gathering of evidence of progress in mathematics and language needs to start in Group 3.

(Translated from 2017 research framework for the supervision of preschool education and primary education – Inspectie van het Onderwijs)

Differentiation

Differentiation is the adjustment of teaching to meet specific needs of students. As a matter of course, teachers may employ some of the following techniques (not an exhaustive list).

- The teacher may allocate one-to-one learning time with a student or group of students
- The teacher may provide a different working environment for students (for example, allowing a student to escape distraction by working at another desk or outside the classroom)
- The teacher may provide different work or lessons for groups within the class.

Special Needs

When a student experiences difficulties that cannot be resolved by the teacher's differentiation, the SENCO may be consulted to identify if the student has a special need, according to the protocol described in Appendix A

At IST, students with special needs may include:

- Mild to moderate learning needs that can be supported within IST's support networks (see below)
- Mild to moderate behavioural, social, or emotional needs
- Mild to moderate physical needs
- Mild to moderate speech needs
- High ability or "giftedness"
- Indications of abuse

It is important to note that lack of experience with the English language (i.e. due to unfamiliarity), is not considered a special learning need at IST. This is supported through our English Language Acquisition (ELA) programme (for more information, see the IST Language policy). However, a lack of appropriate development of this language can sometimes help indicate a need such as speech or learning challenges.

Admissions

IST is proud to be an inclusive and supportive school for our students and our community. We want to support our students the best we can. In order to do so, we need information and support from our students' parents/guardians. Therefore, before admitting a student with more challenging special

education needs, we seek the advice of the special education department, as well as information from the child's previous school, on whether IST is equipped to attend to the needs of the entering student.

Applications for students who have received counselling, support, therapy, or who have diagnosed special educational or medical needs must include all relevant reports and relevant documentation for confidential review. This way, IST can, together with parents/guardians and the SEN department, decide whether IST is the best option for the student, and if so, IST can immediately start supporting the student. If not all relevant information is provided at the time of application, we reserve the right to reconsider the admissibility.

Class Age placement

IST is committed to the development of students at every level of learning, it is recognized that each child is unique in their knowledge, skills and understanding, which impacts the instruction and practice they receive. Upon arrival at IST, Students are placed in a class with children of a similar age, to foster their social/emotional wellbeing as a foundation for learning.

Identification of Needs

Please see appendix A for the process of identifying and supporting students with Learning needs. Documentation of this process is recorded on the student's Stepping Stones document (created at the start of the process).

Services Offered

A student with identified needs may be offered:

- In class support by the classroom teacher, who has received coaching and recommendations from the SENCO
- In class support by the classroom teacher through accommodations of the learning programme
- Pull-out support by a member of the teaching or SENCO
- Support by external specialists through the external support network (see below)
- In very rare instances, the student may be retained or accelerated to a classroom different than their chronological age. This decision is made in close consultation with the SENCO, involved classroom teachers, parents/guardians, and school leadership, and is not taken lightly, and only if all involved parties agree it is in the best interests, both short and long term, of the student.

External support network (Diepteteam)

All public schools in the Netherlands (which includes IST) are part of a support network that facilitates help for students whose needs cannot be met through the resources of the school. This support network, the Diepteteam, meets together to be able to study a student's case from different angles. In some cases, this allows for extra support or funding. In rare cases, where the student is identified as having needs too complex for the school to support, the Diepteteam can help find a more appropriate school environment. The Diepteteam currently includes (but is not limited to) the following expertise:

- Special needs consultant (SENCO)
- School nurse
- Remedial teaching specialist
- Social worker
- Principal

Responsibilities

Staff

The school ensures that staff are trained to implement and support differentiated instruction for students. Staff collaborate with the SENCO to set and meet goals and accommodations set in student Stepping Stones documents. Staff communicate with parents/guardians regarding concerns about students' development, and their progress through stepping stones.

SENCO

The SENCO is a member of staff with the training and specific mandate to support students with different needs. They review and store documentation from parents/guardians, teachers and external support specialists, as well as collaborate with and guide teachers in developing and providing accommodations for students, meeting every 6-8 weeks to review progress made.

Parents/guardians

Parents/guardians are the primary care provider for students, and have the greatest insight into their child's functioning and development. Their support and input is a crucial part of the student's success in education. Parents/guardians facilitate the inclusion of students by providing and being provided up to date and accurate information regarding their child's development and progress, as well as being included in Stepping Stones to support their child's ongoing learning and development.

Confidentiality

To meet the needs of students, IST staff may be the recipients of confidential family information. IST only collects such information if it is in the legitimate interest of the students' wellbeing, and only if consent has been received. All confidential information is kept secure by the SENCO, and is accessible only to relevant staff.

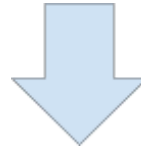
References

International Baccalaureate Organization. (2016). *Learning Diversity and Inclusion in IB Programmes*. Geneva: International Baccalaureate Organization.

Appendixes

A: SEN Protocol at IST Primary

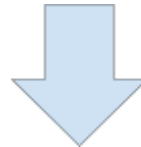
Teacher or parent has observed that a child has issues functioning within the class



Stepping Stone 1

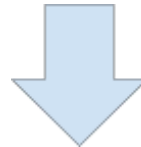
Teacher talks to previous teachers to find out the child's history, and collaborate with other teachers to get new ideas

Fill in Stepping Stone 1



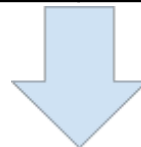
Teacher discusses issues with parents/guardians.

Parent contact card



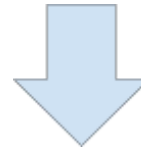
Teacher evaluates Stepping Stone 1 after 6-8wks and updates parents/guardians about progress

Finish Stepping Stone 1

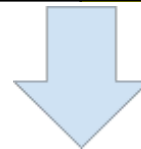


(Not enough progress has been made)

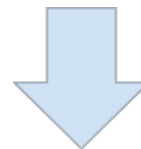
Stepping Stone 2			
1. Teacher fills in Stepping Stone 2	2. Teacher discusses child with SENCO	3. SENCO observes	4. SENCO, with parental permission, talks to Special need consultant to form a plan



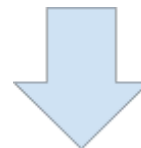
SENCO will advise, support and offer resources. Progress will be shared with staff and parents/guardians.	SENCO, and teacher work through Stepping Stone 2 and inform parents/guardians about the plan
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Teacher evaluates Stepping Stone 2	Finish Stepping Stone 2 and evaluate after 6-8 weeks
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Teacher discusses progress with parents/guardians, possibly with SENCO	Parent contact card
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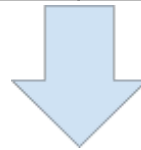


Only follow this step if you haven't made enough progress and will continue to Stepping Stone 3.

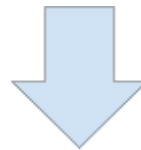
Teacher informs parents/guardians/caregivers about the wish to discuss their child in the School's Support Team (Diepteteam).	Parent/guardian reads Stepping Stones 1, 2. Permission form for parents/guardians for the external support route (Last page of the Stepping Stone form).
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Stepping Stone 3
(Progress is not made sufficiently according to the Stepping Stone plan)

SENCO discusses with Diepteteam	
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SENCO, teacher and parents/guardians refer the problem to a SEN support team (Diepteteam), and discuss it together
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SENCO and teacher fill in ' Realisation ' together in Stepping Stone 3.'	Fill in Stepping Stone 3
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- SEN concerns: special physical needs, learning difficulties, exceptional results, social/emotional problems, indications of abuse
- Every 6 weeks meeting with an Educational or Special Needs Consultant to discuss SEN issues.

- Every 6-8 weeks SEN review.
- Class reviews between the teacher and SENCO will take place 3 times a year: at the beginning of the school year and after testing
- 3x Diepteteam meetings per year
- A school nurse from the GGD will see all children in year 1 and year 6. If you think a child needs to see the school nurse in between this period then a special OOI form needs to be filled out (obtainable from the school office on request).
- Due to regulations around place of residence, there may be limited help available to children who live in Germany

