



IST Primary Inclusion

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Table of Contents

Rationale.....	2
Intent of our Inclusion policy.....	2
International School Twente Mission statement.....	2
IB mission statement.....	2
Values.....	2
Obligations.....	2
Differentiation.....	3
Special Needs and basic student support.....	3
Admissions.....	3
Class Age placement.....	4
Identification of Needs.....	4
Services Offered.....	4
External support network (Diepteteam).....	4
Responsibilities.....	4
Staff.....	4
Quality Coordinator.....	5
Parents/guardians.....	5
Confidentiality.....	5
References.....	5
Appendixes.....	6
A: SEN Protocol at IST Primary.....	6

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 instruction 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 the 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 [Year 2].

(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 the specific needs of students. IST supports differentiated education. The students come from a wide variety of backgrounds and have previous education, cultures, traditions, and religions. It is our aim (teachers and students) to share and learn about these from each other. We reflect not only upon our differences but also on our similarities. IST aims at supporting not only the student's cognitive development but also their personal development. International understanding and information about the host country's language and culture are delivered through clearly defined learning goals. 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 sitting in another area of the class).
- The teacher may provide different work or lessons for groups within the class.

Teachers are aware that in order to meet a student's needs fully, individual teaching, and student's individual experiences and history should be addressed. This is achieved by having smaller classes, activities that are geared to match the individual needs of the students, assessing and reviewing previous knowledge before new learning takes place, and allowing students to work at their own speed to access the learning goals of each subject at their own level. Students are also encouraged to challenge themselves and to become independent learners.

Special Needs and basic student support

Basic student support at IST Primary means that the school adapts the teaching as far as possible to meet the needs of each student, allowing the students the opportunity to develop at their own level within their classrooms. Teachers systematically observe and record the progress of students in order to highlight the needs of each student and adjust the curriculum as necessary. Therefore, our basic student support system not only assists students who struggle to progress in one or more of the developmental areas, but also works to challenge students who progress quickly. In adapting the curriculum, the school also takes into account matters like the student's home situation, self-esteem, motivation and attitude to work, learning style, motor control skills and social-emotional development. IST Primary personnel are trained to offer light and short-term, mostly remedial, support to make sure every student gets the opportunity to thrive within the classroom. At IST Primary, we provide student support to prevent the development of moderate

or severe educational needs. Our ELA (English as an Additional Language) programme (see section 5.4) is considered part of our basic student support at IST Primary.

IST can currently provide support to:

- Mild to moderate behavioural, social, or emotional needs
- Mild to moderate physical needs
- Mild to moderate speech needs
- High ability or “giftedness”

Support at IST is offered in multiple levels:

Level 1- Parents entrust their children to professional class teachers, who are highly trained to ensure students are working at their optimal development.

Level 2- Student support is provided within the class without the help of the student support team.

Teachers act to resolve difficulties by giving additional or differentiated instruction and tasks.

Level 3- If the student has difficulty progressing, the nature of the difficulty will be analysed in as much detail as possible (with examples of the student’s strengths and weaknesses), in consultation with colleagues, and the Quality Coordinator. Sometimes, in consultation with parents, we request advice from external specialists, e.g. speech therapists, physical therapists, the attendance officer or our school nurse from the GGD. Together they develop an individual educational plan for the student, which is shared with parents. The plan will be used in the classroom by the class teacher and evaluated eight weeks after it has been drawn up. If the plan’s aims have not been met at the end of the eight weeks, new targets may be set.

Level 4- If the child continues to experience difficulty with the new targets, the school will, with parents’ consent, organize a discussion with an external group of educational and health experts. When a student needs this type of intensive, individual support, the school sets up an OPP (Development Perspective Plan). This OPP describes the goals for the individual students and what type of support is necessary to reach these goals. It is clearly stated in the OPP; Who does what, when and how? This way we ensure that everybody understands what is expected and together we can help the student reach their goals. The arrangements in the OPP may vary from student to student. Sometimes the support is light and temporary; other times it is more intensive or long-term. The plan helps us tailor the support to the student’s specific needs. Both parents and the student have a say in the additional help or support that we as a school wish to provide (right to be heard).

Level 5- In the event that the child’s needs are determined to be beyond the support that can be organized at school, access to a specialized (Dutch) school can be advised.

Level 6 - Placement in a specialized (Dutch) school is intended as a temporary measure. The partnership Samenwerkingsverband Twente Oost PO can issue a place within these specialized (Dutch) schools for a maximum of two years. Together, the schools, parents, and students will then explore the possibilities for returning to a regular school setting as soon as it is feasible and in the child’s best interest.

When a student experiences difficulties that cannot be resolved by the teacher’s differentiation, the Quality Coordinator 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 or neglect

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 might 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 our SEN (special educational needs) 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. For more information, please refer to the IST Primary Admission policy. For children with externalising behaviour problems, the safety of the other students and staff must be guaranteed.

Barriers for education at IST can include:

- additional problems (such as behavioural problems)
- lack of cooperation of the parents
- the group composition (group dynamics and student care)
- do the specialisations of the teachers match the needs of the student
- ability to serve the student throughout the school career

After admission, during the school year it will be examined whether the situation can still be maintained, this also depends on the formation, group sizes and staffing.

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 receives coaching and recommendations in collaboration with colleagues and the Quality Coordinator.

- In class support by the classroom teacher through accommodations of the learning programme.
- Pull-out support by a member of the teaching team or Quality Coordinator.
- 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 Quality Coordinator, 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, usually with the parents and teacher, 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:

- Quality Coordinator
- School nurse
- Educational Coach
- Social worker
- Educational Psychologist

Responsibilities

Staff

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

Quality Coordinator

The Quality Coordinator plays a key role in ensuring high-quality primary education. This role has developed from the former Special Educational Needs coordinator (SENco) and focuses on improving education at a school-wide level.

The central aim is: **how can we organise our teaching so that all students can learn and develop to the best of their abilities?**

What does the Quality Coordinator do?

- Monitors and improves the quality of teaching and learning.
- Supports and coaches teachers in their professional development.
- Uses data and observations to guide school improvement.
- Coordinates support for pupils who need extra help.
- Works closely with the (executive) principal, team, students, parents and external partners.

The quality coordinator connects policy, practice and people, and helps create a strong learning environment where both students and staff can thrive.

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 any documents to support their child's ongoing learning and development both at school and at home.

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 from parents. All confidential information is kept secure by the Quality Coordinator, and is accessible only to relevant staff.

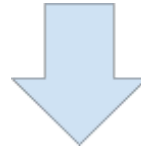
References

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

Appendixes

A: SEN Protocol at IST Primary

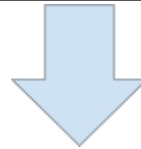
Teacher or parent has observed that a child has issues functioning within the class



Stepping Stone 1

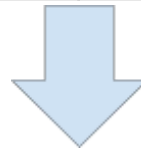
Teacher talks to previous teachers (with parent permission) to find out the child's history, and collaborate with other teachers to get new ideas

Fill in Stepping Stone 1



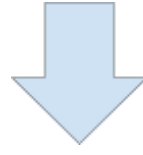
Teacher discusses issues with parents/guardians.

Parent contact card



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

Finish Stepping Stone 1

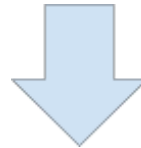


(Not enough progress has been made)

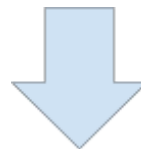
Stepping Stone 2			
1. Teacher fills in Stepping Stone 2	2. Teacher discusses child with Quality Coordinator	3. Quality Coordinator observes in class	4. Quality Coordinator, with parental permission, talks to Special need consultant to form a plan



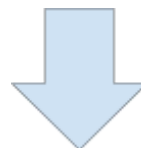
Quality Coordinator will advise, support and offer resources. Progress will be shared with staff and parents/guardians.	Quality Coordinator, and teacher work through Stepping Stone 2 and inform parents/guardians about the plan
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Finish Stepping Stone 2 and evaluate after 6-8 weeks



Teacher discusses progress with parents/guardians, possibly with Quality Coordinator	Parent contact card
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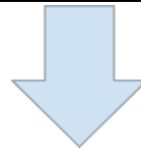


Only follow this step if you haven't made enough progress and will continue to Stepping Stone 3.

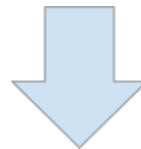
Teacher informs parents/guardians/caregivers about the wish to discuss their child in the School's External Support Team (Diepteteam).	Parent/guardian reads Stepping Stones 1, 2. Permission form for parents/guardians for the external support route (Last page of the Stepping Stone document).
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Stepping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

Quality Coordinator discusses with Diepteteam (with permission from parents)	
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Quality Coordinator, teacher and parents/guardians refer the problem to Diepteteam, and discuss it together



Quality Coordinator and teacher fill in ' Realisation ' together in Stepping Stone 3.'	Fill in Stepping Stone 3
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- SEN (special educational needs) concerns: special physical needs, learning difficulties, exceptional results, social/emotional problems, indications of abuse
- Every 6 to 8 weeks meeting with an Educational or Special Needs Consultant to discuss SEN issues.
- Class reviews between the teacher and Quality Coordinator 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 (Gemeentelijke Gezondheidsdienst) 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 (Onderzoek Op Indicatie) form needs to be filled out by the Quality Coordinator.
- Due to regulations around place of residence, there may be limited help available to children who live outside the Netherlands.

Word List of items with descriptions/explanations of what the abbreviations mean. Maybe also place it at the top of the list so parents reading it know what they mean as they go through the document