

# AiCS Inclusion, Belonging and Wellbeing Policy

March 2026



Learning is at the **heart** of everything we do!

### Definitions

- Students refers to current person/s enrolled as a learner in either campus of the AICS school
- Staff refers to all teachers, teaching assistants and support staff who work within AICS
- We use the term parents/caregivers to refer to a person or persons entrusted with the legal responsibility for the student. Sometimes we only use the word parent(s) or family -ies - usually this denotes a more general sense of the term.
- External partners refers to any outside organisation that works with the AICS school community

# AICS Inclusion, Belonging and Wellbeing Policy

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## AICS Inclusion, Belonging and Wellbeing Policy

### Part I - Vision, Perspectives and structures to support Inclusion, wellbeing and belonging

#### Introduction

Our inclusion policy is based on a number of requirements from the International Baccalaureate (IB), the Dutch local and central governments, and the Council of International Schools (CIS). We also include aspects that we find important as a school and as part of the Esprit School Group. We have consulted relevant research to inform our decisions and guidelines.

#### **Stakeholder input and process**

The policy was compiled with input from representatives of all stakeholders and included a review of the previous policy.

The aim of the AICS inclusion Policy is:

- to share our vision of inclusion, wellbeing and belonging, including our aspirations;
- to provide information to stakeholders on our support structure within the school and to provide information on our collaboration with external stakeholders;
- to provide clarity to our stakeholders on what we can and what we cannot offer;
- to provide information and/or refer to relevant sources;
- To offer support and guidelines for members of our community.

The Policy is set out in three parts.

- Part I focuses on our vision, perspectives and structures.
- Part II provides an overview of services available within the school and outlines processes and procedures.
- Part III explains the various roles within the school and external partners.

The Policy should be read in conjunction with:

- Whole School Wellbeing Programme
- The AICS School Safety (Anti-Bullying) Policy and Procedures (developed from KiVa Programme Social Safety Policy template)
- [The Community Safety Agreement](#)
- [Admissions Policy](#)
- [Assessment Policy](#)

## **Our view and vision on inclusion, wellbeing and belonging**

### **Equity to achieve equality**

At the AICS we provide the opportunity to children with an international background to receive high-quality education which is accessible while offering the continuity of an IB education. High Quality Learning encourages agency, dialogue, and building of conceptual understanding through transformative experiences. In line with the IB, we define inclusive education as an opportunity and ambition for all children and young adults to attend school free from barriers - a school where everyone counts, feels included and heard, is equal and where collaborative learning takes place. Being accessible refers to providing equitable educational opportunities in learning, teaching and evaluation/assessment. We make space and provision for the characteristics that each person brings, while focusing on the need for our students to be independent learners.

We work from the premise that wellbeing, identity, abilities, aptitude and academic achievement are inextricably linked and interdependent. We focus on the holistic development of the student. We strive to develop a caring environment. We regard inclusion from three perspectives: academic, belonging and wellbeing, with the understanding that a safe physical environment is a prerequisite for these.

We understand that our development of inclusion is an ongoing process. We collaboratively endeavour to increase access to education to provide equity for our students. We achieve this through reflecting on our practices and adapting accordingly. We strive for a school experience free from educational and curricular, physical, social, psychological, and communication barriers - providing equitable access to our holistic education while also understanding and communicating our limitations.

As a Dutch International school, subsidised by the Dutch government, we have admissions criteria related to our purpose to provide international education in English to internationally mobile families. Please refer to the school's [Admissions Policy](#) for further information on admissions process and requirements to the AICS. Please note that providing accurate information regarding learning needs is a requirement during the admissions process.

As a school we carry the responsibility to foster a sense of belonging and wellbeing and to ensure a student's educational needs can be met through

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the educational programmes we offer. In practice this means providing equitable academic opportunities in curriculum and assessment; access to physical spaces; access to social opportunities; and opportunities for communication and collaboration. We strive to provide access to opportunities and resources for students to achieve their best as a student and in life.

Realistically, we may not be able to provide all students with the appropriate facilities and accommodations needed for their entire school career. In some cases, timely transfer to Dutch education may be a more appropriate course of action. Should this be the case, we work closely with parents/caregivers and external advisors as necessary to ensure that an appropriate solution is found.

Collaboration between AICS staff, parents/caregivers and the students is an important requirement throughout a student's school career. We see it as our responsibility that students are included in the decisions and processes as much as possible, in a developmentally appropriate manner.

### **Breaking Complex Learning Barriers - AICS Student Support Centre**

We are currently able to accept a limited number of students with complex learning profiles into our PYP and MYP programmes. This is made possible with the support of our school community, collaboration with Stichting Kolom and the Samenwerkingsverband (SV). This means that we have sufficient funding to provide increased opportunities for special needs education within our school at a reasonable cost - a step towards greater equity.

In the MYP, currently (November 2025) this opportunity still has a project status as we work with the IB to ensure the continuity of an adjusted IB curriculum for these students.

In the interest of giving the best education and support, we carefully assess all students with complex learning profiles who apply to the AICS (please see our [Admissions Policy](#) and School Guide on the website for further details). We collaborate with a wide range of external partners to support our students. While we strive to be inclusive, we may not be able to meet the needs of some students. When we are unable to support a student's learning diversity needs, we advise families on alternative schooling possibilities (which may be in Dutch in a local and possibly special education placement).

## **General structures within the school that support equity and inclusion**

### **A Caring Community**

We value the connections and relationships we make at school and recognise these as fundamental to developing a sense of belonging. We aim to develop strong respectful relationships with and between students, their families, and staff members. [Our Community Safety Agreement](#) outlines our practices. With community members with a variety of backgrounds and more than 70 nationalities represented, fostering international mindedness, empathy and respect is a must. We host numerous opportunities for engagement ranging from parent-teacher conferences, to sounding boards and regular newsletters for parents, and extra curricular activities for students.

We are committed to, wherever possible, accommodating all students so they can participate in education and school activities (e.g. school sports, concerts, camps, excursions) on the same basis as their peers. In some cases this may require careful consideration, decisions will always be made with the best interest of the students at heart with an understanding of the limitations and possible implications.

### **Language Development**

The AICS values the importance of language development for all students and regards all teachers as having a role in supporting the development of language. A range of opportunities are available within the school and the local community that support language development. The school distinguishes between best language development, language acquisition and literacy in a multilingual context. Further information about how language development is supported at school can be found in the [Language Policy AICS Whole School Language Policy](#)

### **Class Groups**

Our primary classes and secondary mentor groups (with the exception of students in the AICS Support Centre) usually have a maximum of 23 students. We aim to provide in-class learning opportunities using Universal Design for learning principles. In order to ensure an optimal learning environment for our students, the profile of these classes is guided around the following principles (please bear in mind that AICS Student Support Centre, CP and DP have entry requirements not listed here; these can be found in the [Admissions Policy](#)):

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- mixed attainment levels;
- social/emotional requirements;
- educational requirements;
- English language level;
- behavioural needs;
- social groups and friendships
- gender balance.

Exceptions to these principles include

- available space in a class;
- the needs of the existing class group, at the discretion of the leadership team;
- in secondary school: subject choices and levels;
- Student Support Centre students (see below).

In order to establish and/or maintain an optimal learning environment, these principles will be reviewed at the end of each academic year and our teaching and leadership team will decide whether or not a class group will remain the same or be 'mixed'.

Primary classes within the AICS Student Support Centre: Fireflies 1 & 2 programme have a maximum of 10-12 students; students within the FYP 3 programme have a maximum of 5 students.

### **Celebrating diversity**

As a school, we acknowledge and celebrate diversity in multiple ways. Acknowledging and celebrating diversity contributes to a sense of belonging and wellbeing promoting intercultural awareness and understanding, helping us to develop our identity and empathy as open-minded and caring individuals.

Diversity and developing intercultural understanding and aspects of Global Citizenship are embedded throughout the curriculum. In addition, we hold events throughout the school year such as Diversity week and Global Citizenship day.

In a large mobile community with members from different backgrounds, cultures, ethnicities, with different gender identities, political views and so forth we have a responsibility to not only celebrate diversity but also to set expectations, make accommodations where necessary and to educate and support each other to embrace our differences. We use the Community Safety Agreement as a guideline to support our interactions in and outside the

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classroom. The school takes pride in making diversity visible throughout the school's curricula in developmentally-appropriate content integrated across all grade levels and all subject areas to include topics such as gender identity, racism and stereotyping. In addition, the Comprehensive Sexuality Education programme as outlined in our wellbeing programme is integrated throughout the curriculum. All students are expected to take part in all aspects of the curriculum.

In our context and the world that we live in, we need to facilitate and engage in challenging conversations in and outside the classroom, always with the intention of developing understanding and empathy. We expect our teachers to take an active role in this by:

- addressing differences to develop understanding;
- maintaining an objective and neutral standpoint in culturally and politically sensitive issues without avoiding the issue;
- taking the responsibility to speak up and address behaviour that is not acceptable within our context;
- to ensure students and colleagues feel included, understood and respected.

We ask staff to use the student or colleagues' desired name, to make an effort to pronounce names accurately and to use the person's desired pronoun(s).

If a student has not disclosed their gender identity to a parent/caregiver and, as a result the records system cannot be changed, we will note their gender-affirming name internally, and update pronouns accordingly.

Pronouns and names can be adjusted in official documents, following the existing regulations. Please contact [info@aic.espritscholen.nl](mailto:info@aic.espritscholen.nl) for the exact process and most up-to-date regulations pertaining to particular documents.

Important to note is that we welcome people of all religious denominations within the school. However, with over 60 different nationalities within our school, we are not able to accommodate spaces for individual or group religious practices within the school. This limitation is in place to ensure safety of all students as we do not have the physical space and cannot equitably supervise such activities.

### **A student's journey through school - transitions**

Transitions into, through and out of the school are important educational markers for students and their families. We identify the following transitions:

## **Joining the school community**

Starting school, (group 1 primary school); joining AICS primary or secondary from other IB schools, countries and/or schooling systems at the beginning and throughout the school year. This process is guided by the admissions team who work with families and staff to ensure a good start for a student in a timely manner. Please see our [Admissions Policy](#) for details.

### **From Group 7 to MYP1.**

A student's first day in Group 7 marks the first day of a two-year transition programme to becoming a secondary student in the MYP. During this time we gradually introduce the students to the structure and expectations of the MYP programme. In Term 2 of Group 7, students will start attending 'taster' lessons in MYP 1. Group 7 students will experience a combination of MYP lessons such as (and/or) Maths class, an Integrated Sciences lesson, a mentor class, etc. Both Group 7 students and Group 7 parents will be invited to attend a series of webinars and information sessions about the MYP at the end of Term 2 in Group 7 to further facilitate this transition.

### **From MYP5 - CP/DP**

This process is carefully designed to ensure students realistically align further ambitions with skills and interests. A variety of activities take place to support students from subject fairs and taster lessons to university fairs, individual conversations and webinars. The Careers Counsellor and CP and DP coordinators work closely to ensure a smooth transition.

### **From the AICS to another country or the Dutch School system**

Open communication is key for a successful transition to another school. We provide necessary documentation and communicate with the new school in line with Dutch privacy agreements. Where needed, we can help to facilitate the transition. Complex transition will be supported and guided by the wellbeing team.

### **From AICS to tertiary institutions**

We support students moving to tertiary institutions in a variety of ways: The Careers Counsellors have an extensive programme, we hold a college fair, students visit a number of universities. It is important for students to carefully look into their choices, entry requirements and financial

implications as these vary tremendously from college/university to college/university and country to country.

### **Learning**

#### **Curriculum**

In line with the IB's principles of teaching for learning diversity (Learning diversity and inclusion in IB programmes - pg 11) the school offers a student-centred, inquiry, concept-based curriculum across all programmes to ensure the holistic development of the student. The students learn to understand concepts and develop transferable skills to maximise both wellbeing and academic achievement. We make diversity visible throughout the school's curricula in developmentally-appropriate content across all grade levels and subject areas. This supports students in developing a strong sense of self, accessing appropriate information and making sensible choices. This, in turn, reinforces empathy and understanding that other people have different views as well as ensuring understanding is developed based and including various perspectives.

In primary school we offer a trans-disciplinary inquiry and concept-based curriculum with a wide range of subjects addressing a wide field of interests. The students engage in a variety of cultural activities, sports, outdoor learning, and art activities throughout the school year marked by celebratory events. English language support is provided in class if necessary and all students receive Dutch lessons.

In the MYP programme, all mentor classes including most subjects are mixed ability. The exceptions are:

- the language classes, students are placed according to proficiency. This is determined according to the MYP Criteria.
- MYP4 mathematics classes are split into standard and extended mathematics in line with the IB eAssessments.
- In MYP4 students also have some choice within the subject groups of Art they wish to follow. For further information on the curriculum please see our website.

In DP, students choose the language classes and level at which they study in consultation with the language teachers, career guidance counsellors and Diploma Programme Coordinator, choices must be inline with the IB guidelines.

In CP, students develop an additional language individually based on their interests and needs.

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Through our secondary school comprehensive and fully articulated mentor programme, we support students in developing their social and emotional wellbeing. We have active support systems for academic, behavioural, and social emotional support. A variety of assessments are implemented throughout the school year to monitor student progress.

### **Making learning accessible and inclusive - learner variability**

Universal Design for Learning (UDL) in line with the [IB](#), is an approach that ensures that learning is designed and facilitated in such a way to improve access to all learners. Part of the curriculum development of all programmes includes indicating the ways teaching methods and strategies can be differentiated to meet the learning needs and goals of each student. This includes lessons to support students who may require additional support and students with high potential. Differentiation strategies and approaches to learning skills are specified in the unit planners and address language development and other needs. This is an area of continuous development in the school.

### **Training and professional development for staff**

We value teacher autonomy and agency. We are dedicated to ensuring all community members are prepared with the information necessary to create a safe, equitable, and welcoming learning environment which is both affirmative and responsive. Our aim is to remove barriers to learning. We focus on helping teachers and support staff to develop appropriate knowledge, teaching and coaching skills.

We provide in-house and external professional development on a regular basis to ensure staff is up to date.

### **Workshops for students**

While most of the learning for students takes place in the classroom, opportunities outside the classroom also take place. This can be in the form of inquiry projects, workshops or lectures and IB-specific elements such as Service. These can take place on Thursday mornings.

### **Parent Evenings**

We hold regular workshops and information evenings with parents that are aligned with the programmes run in the school for students and staff.

## **Monitoring and evaluating Student Progress**

### **Primary**

Throughout the school year our primary teachers engage in a discussion called Student Forum. At this forum, teachers share observations, questions and strategies on the academic and social-emotional development of their class as a community. In addition to discussing the wellbeing of a class as a whole, observations, questions and strategies are shared in relation to the academic, social and emotional development of individual students. Standardised test results are used to monitor an entire cohort. Data used to monitor progress include information from the class and/or specialist teachers, reports on Managebac and iSAMS student wellbeing and registration. Standardised tests may be used incidentally on an individual basis.

The school provides support when a student has gaps in their learning or is unfamiliar with different forms of learning.

- Teachers provide a wide range of assessment formats and styles.
- Students are provided with written and/or oral feedback.
- The school provides support when a student has gaps in their learning or is unfamiliar with different forms of learning.

### **Secondary**

In secondary, the year level mentors meet every two weeks to plan the delivery of the mentor curriculum, monitor school attendance and discuss concerns about student academic progress, behaviour, and wellbeing. Each year level has a member of the wellbeing team who is responsible for advising the mentors and liaising with the wellbeing team. The mentors meet with the IB Programme Coordinators to monitor and discuss students' academic progress. Progress indicators include academic progress registered on Managebac, iSAMS wellbeing and registration and standardised tests if applicable. Class mentors make arrangements to follow up and/or support individual students of concern. Mentors and teachers also discuss strategies for managing student behaviour and learning at individual, class and year group level.

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Assessments are designed to meet the needs of a diverse learning community:

- We aim to provide a suitable balance in the timing of assessments.
- We provide school assessment calendars for each year levels.
- Teachers provide a wide range of assessment formats and styles.
- Students are provided with written and/or oral feedback.
- Teachers consider students' previous educational experience.
- The school can provide some support when a student has gaps in their learning or is unfamiliar with different forms of learning, however this is dependent on a number of factors and is addressed on an individual basis.

For further information please refer to the [Assessment Policy](#)

### **Part II Student Support in Practice**

Support for students begins within the classroom itself, led by teachers and mentors. Our aim is to ensure that we are able to meet the diverse needs of our student population by tailoring our teaching around individual student needs within the context of the class, this includes high-potential learners.

In cases where this is not sufficient, the Learning Diversity Specialist team assesses the student's needs in collaboration with the student, their parents/caregivers and the class teacher or mentor. This assessment determines which level of support a student needs.

The type of support offered and the form it takes are unique to the student and may take the form of small group support, and/or support outside class and in class support. In-class support is more relevant and specific to our primary school. In secondary, this form of support only takes place in exceptional circumstances and is subject to the availability of our Learning Diversity Specialists. In addition, the school may determine that more specific support is required that can only be provided by an external specialist.

The Learning Diversity Specialist monitors and evaluates the progress the student is making through feedback from the student, their parents or caregivers, teachers and class mentor. Support is evaluated every six weeks. At the end of the six-week period, support may be extended, paused or stopped or a referral may be made to an external specialist. All actions are

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taken in consultation with the student, parents/ caregivers and class teacher/mentor.

### **Primary**

All students with a learning diversity diagnosis need a Student Support Plan (SSP) and have an assigned Learning Diversity Specialist. Students may receive active support from a Learning Diversity Specialist or their support may be guided and monitored by the Learning Diversity Specialist and provided by the class teacher. Students with extra learning needs and without a diagnosis have a Learning Support Plan (LSP). Student progress is monitored regularly and as a result, and support can be (re)activated or stopped depending on the needs of the student.

Every effort is made to include the student in the process, however, with our younger students in primary, we rely on the input from the parents and teachers.

The Learning Diversity Specialist team can provide a range of support within three broad categories based on the student's needs.

- Specific Learning Disability
- Emotional Support
- Social Skills

### **Secondary**

All students with a learning diversity diagnosis need a Student Support Plan (SSP) and have an assigned Learning Diversity Specialist. Some students may have an SSP without a diagnosis. Their progress is monitored regularly and as a result, support can be (re)activated or stopped depending on the needs of the student. The SSPs are shared with the teachers.

Once development goals have been identified as outlined above, and more support is required than can be provided in class, the Learning Diversity Specialist Team provides the specialised support. A Learning Diversity Specialist is allocated to liaise with the class teacher or mentor, and parents/carers during the period they are supporting the student.

The Learning Diversity Specialist team can provide a range of support within four broad categories based on the student's needs.

- Specific Learning Disability.

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- Study Support.
- Emotional Support.
- Social Skills.

### Student Support Pyramid



- 05 Special Education**  
AICS Student Support Center; or possible alternative educational setting
- 04 Intensive Support**  
Support from or guided by a Learning Diversity Specialist or Dyslexia Coach; SSP in place, SWV may be involved
- 03 Extra Support**  
Support from or guided by a Learning Diversity Specialist or Dyslexia Coach; creation of SSP
- 02 Intermediate Support**  
Enrichment, additional instruction by teacher, teaching assistant, mentor
- 01 Basic Support**  
A good basis; identifying and differentiating by teaching/mentor

(Source: School Guide 2025-2026)

#### 01 Basic Support - Tier 1

- This is the support every student receives as part of good teaching and learning.
- Teachers, mentors, and teaching assistants observe and help students in class.
- Small changes may be made to lessons or classroom expectations (called differentiation or accommodations) to help students learn in the best way for them (ie. visual aids, seating changes)
- Teachers can ask for advice from the Learning Diversity Specialists, Teaching & Learning Coaches, or use the Student Forum (Primary) or

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Year Level Mentor meetings (Secondary) and Year Level Coordinator meetings (Secondary) to discuss next steps

- Teachers and mentors are the first point of contact for parents/caregivers.

### 02 Intermediate Support - Tier 2

- Teachers and mentors continue adjusting lessons based on students' needs and provide additional support when necessary (ie. short term small group help, learning check-ins, social skills support or adapted assignments)
- Teachers may collaborate with Learning Diversity Specialists and Teaching & Learning Intensive Support with External Partners (Tier 4) Coaches to discuss strategies and next steps. Parents/caregivers are kept informed and involved in the process.
- If a student is not making sufficient progress a referral is made for further support.
- Teachers and mentors are the first point of contact for parents/caregivers.

### 03 Extra support - Tier 3

- Students with more specialized (diagnosed) needs receive targeted support from a Learning Diversity Specialist and/or Dyslexia Coach; the Inclusive Education Advisor and/ or school psychologist (Secondary) may be asked for advice
- A Student Support Plan (SSP) is created together with the student, teachers, parents/ caregivers, and the Learning Diversity Specialist and/or Dyslexia Coach; in some cases external support providers are also involved and provide support.
- This plan outlines specific goals, strategies, a timeframe for review and indicates who is responsible for what.
- Students' progress may be monitored or they may receive active support in the classroom, individually, or in small groups.
- The focus is on helping students build the skills and strategies they need to succeed independently. Teachers and mentors are the first point of contact for parents/caregivers.

### 04 Intensive Support - Tier 4

- Teachers and mentors are the first point of contact for parents/caregivers; the Learning Diversity Specialist and/or Dyslexia Coach and/or Support Coordinator are also involved; in Secondary the school psychologist may also be involved

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- Students with intensive (diagnosed) needs receive targeted support from a Learning Diversity Specialist and/or Dyslexia Coach in collaboration with external partners, such as care providers or school network partners.
- A Student Support Plan (SSP) is developed together with the student, teacher(s), parents/ caregivers, and external professionals.
- When necessary, the school works with the Ouder Kind Team (OKT) and Samen- werkingsverband (SWV) to seek advice and support for appropriate education support options (which could include referral to our Student Support Center programme).
- In some cases, referrals will be made to specialized forms of education, such as special education in Primary or Secondary school. Examples of these services include:- special education Primary ([speciaal basis onderwijs](#))- special education ([speciaal onderwijs](#))

### 05 Special Education - Tier 5

- Students requiring special education are supported by teachers, teaching assistants, and external partners such as care providers or school network partners.
- Focus areas include functional literacy and numeracy, social communication and emotional regulation, life skills and independence.
- A Student Support Plan (SSP) is created together by the teacher, teaching assistants, Support Coordinator, external providers, and parents/caregivers, and student when appropriate.
- Support for these students is regularly reviewed and evaluated on a yearly basis with the Samenwerkingsverband (SWV) to ensure the best possible educational approach.
- Teachers and mentors are the first point of contact for parents/caregivers; the Support Coordinator is also involved.
- Designed for families staying in the Netherlands for up to two years. Families staying longer are encouraged to apply to Dutch special education for long-term provision.

### **Social Inclusion**

We strive for all members of our community to belong regardless of background or gender identity, neurodiversity or physical conditions and we ensure that once accepted in the school:

- physical spaces are appropriate ( e.g toilets and changing rooms)
- appropriate arrangements are made on school trips to accommodate all students.

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- accommodations will be made to ensure alignment with a student's gender identity and neurodiversity where possible (e.g. overnight stays, sports activities)

### **Communication**

Students and parents/caregivers will always be consulted regarding which information is shared informally and with whom. Conversations and decisions including the students will be appropriate for the developmental stage of the student. In the Netherlands, some privacy rules for sharing information start from the age of 12. We always encourage open communication between parents and students and the school. We manage sensitive situations with students with a different gender identity than their assigned gender and students with mental or physical challenges with due care.

### **Bullying, discrimination, racism and Identity-based harm**

We respect all members of our community equally. In a school with more than 70 different nationalities and many different backgrounds and ethnicities, developing understanding and empathy remains an ongoing process for students, staff and parents/caregivers.

We see targeting a person based on gender, identity, race, religion etc, as constituting harm. We also understand that some people are at higher risk of experiencing harm than others.

While we take responsibility for taking measures to prevent, interrupt and correct perceived harm, in some cases, we may not have sufficient expertise or we may feel outside expertise would benefit. In these cases we work with external partners to support the school. We understand that harm can manifest in a variety of forms, some open and outright and others more covert and hidden but no less real. We also acknowledge that these situations have many perspectives and can be complex. To this end we include many aspects of diversity in our curriculum. Our Community Safety Agreement upholds this philosophy and, more directly, we work with the KiVa programme and restorative practices. Please see our Social Safety (Anti-Bullying) Policy and Procedures for more detail.

It is important to note that we will not, under any circumstances, publicly shame anybody in our community.

## **Inclusive Assessment Arrangements**

Inclusive assessment arrangements refer to the arrangements a student with learning support needs may have to ensure equitable access to assessments and examinations. The IB believes that all students must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put students at a disadvantage, and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. (Diploma Programme Assessment Procedures, 2025. pg 131)

### **How are inclusive assessment arrangements determined?**

Inclusive assessment arrangements are specific to each student. A student's inclusive assessment needs are assessed based on:

- A student's learning and their learning for assessment.
- teacher observations.
- recommendations and advice from the student's official support network; (educational psychologist, Learning Diversity Specialist etc.)
- a student's expressed needs.

A student may require inclusive arrangements if they have (this list is not exclusive):

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- long-term medical and/or mental health challenges (with onset or occurrence more than three months before the intended examination session)
- additional language learning.

(Diploma Programme Assessment Procedures, 2025. pg 131)

## **Inclusive Assessment Arrangements in Primary School**

All students with an official diagnosis may receive inclusive assessment arrangements based on their needs, as determined by their class teacher and Learning Diversity Specialist. Within the primary school we do not need to formally apply for inclusive arrangements.

In Primary students with a diagnosis will receive individual assessment arrangements. In secondary, students who would benefit from inclusive assessment arrangements but do not have an official diagnosis, arrangements will be determined by the class teacher or mentor in consultation with the student and their parents/ caregivers and the support coordinator.

### **Requesting Inclusive Assessment Arrangements in Secondary**

For assessments taking place at school and not as part of an IB exam or Pearson assessment (see [Assessment Policy](#)), the inclusive assessment arrangements will be agreed with the student, Learning Diversity Specialist, external partners, MYP coordinator if applicable, and the parents. This will then be communicated with the teachers through a Student Support Plan (SSP).

All formal requests for inclusive assessment arrangements for the MYP5 e-assessment, the CP Programme of Assessment and the DP Programme of Assessment are made to the IB, by the relevant IB programme coordinator. All requests for inclusive assessment arrangements must be validated by the IB and for CP, follow the appropriate procedure for Pearson before a student can have access to these arrangements.

All requests for inclusive assessment arrangements must include:

- a Psychological/ Psycho-educational/ Medical report (no more than 3 years prior to exam session) ;
- psychological reports need to include standard scores (these may need to be requested);
- samples of students' work, teachers' observations, and records from previous schooling if applicable.

A student's inclusive assessment arrangements are based on the learning and assessment strategies that the student has learned, developed, and used in their classes.

For CP students, in addition to the IB requirements an additional process is required for the BTEC elements of the Programme. Inclusive assessment

arrangements will be requested and recorded simultaneously for both programmes.

### **Inclusive Assessment Arrangements Options**

We follow the IB regulations for the organisation and implementation of inclusive assessment arrangements throughout the MYP and DP programmes of study. For the CP we follow both the IB regulations and the Pearson regulations. For IB examinations, (MYP5 e-Assessment, CP and DP final examinations), a student may be entitled to assessment arrangements that will give equitable access to the examination.

There are two types of inclusive assessment arrangements possible:

- arrangements available that do not require approval from the IB or Pearsons and are arranged based on the needs of the student and the resources available at school. These include the possibility of taking the exam in a smaller setting and the provision of rest breaks to aid concentration.
- arrangements that must be officially requested from the IB based on psychological, psychoeducational and/ or medical documentation, a student's standard scores and evidence from the student's work. These include, for example, the provision of extra time, the use of modified papers, use of assistive technology, and access to an alternative exam setting.
- For the Pearson BTEC component the necessary adjustments ensuring equity in assessment will be determined by the CP coordinator and Support Coordinators following the BTEC protocol. The relevant documents are Equality, Diversity and Inclusion Policy, and Pearson Guidance for Reasonable Adjustments and Special Considerations in Vocational Internally Assessed Units. The school may consult Pearson for the appropriate advice.

The information will be recorded on the appropriate form and stored on i-SAMS

In consultation with the student and parents/caregivers, mentor and IB programme coordinator, the Learning Diversity Specialist creates a request for the inclusive arrangements the student will require. The Support Coordinators gives the request to the appropriate IB programme coordinator. Requests for inclusive assessment arrangements are submitted to the IB by the MYP, CP and DP coordinators.

## AICS Inclusion, Belonging and Wellbeing Policy

All requests for official inclusive assessment arrangements must be made, with all the required documentation, 6 months in advance of the examination session, or prior to the first assessment session for Pearson. After 6 months, we cannot guarantee that the request will be approved in time.

The MYP, CP and DP coordinators are consulted when any arrangements, either short term or long term, are being considered and/or implemented for key summative assessments. All arrangements made in these cases are documented in iSAMS.

### Limitations to inclusive assessment arrangements CP and DP

The IB Programme Coordinators apply to the IB to request each student's individual inclusive assessment arrangements. The IB will review each individual application and may approve or decline the request or parts of the request.

While we do our best to accommodate students and assess each case individually, there may be limitations to the arrangements we can facilitate.

For the BTEC component of the CP Programme, the school has a responsibility to ensure equity and will do so based on the available evidence.

## **PART III Who provides student support**

### **Who provides Student Support - Internal**

#### Mentors (Secondary) and Classroom teachers (Primary)

The classroom teachers, teaching assistants and mentors provide students with low-threshold academic and social-emotional support. They are often the first people to notice that extra support may be required and will take the necessary further steps. The classroom teachers and mentors are in contact with specialist teachers (primary) and subject teachers (secondary). In primary, the classroom teachers are the first point of contact for parents. In secondary, the subject teacher is the first point of contact for subject related matters and the mentor for general academic and social emotional wellbeing concerns.

#### **Peer Coaches**

Peer Coaches are primary school students who are trained and supervised to assist their fellow students in settling into a new class/school, mediating in disputes and peaceful conflict resolution. This is part of our whole school KiVa social safety programme.

### **Secondary school only - Structured Study Support**

During the school day, students can access subject-specific support in Maths, Sciences and languages (Dutch and English) from secondary school teachers based on the teachers' and students' availability during the school day. In some situations, additional support for other subjects may be available.

### **Support Coordinators (Zorgcoordinator)**

There are five Support Coordinators at school: one for primary and one for secondary school at each campus and one whole school for the Special Education - Student Support Center.

The Student Support Coordinators play a pivotal role in the internal student care structure of the school. They specialise in identifying additional support needs and ensure that the appropriate help and support is provided for the student.

The Support Coordinators is responsible for:

- assessing new applications where students may need additional support.
- arranging and coordinating internal and external student support.
- monitoring and tracking student progress.
- liaising with the director, heads of wellbeing, heads of campus and deputy heads, mentors, teaching team, Learning Diversity Specialist, Inclusion Coaches, students and parents or guardians, where needed to coordinate inclusive assessment arrangements.

### **Learning Diversity Specialists (LDS)**

Students with a specific learning need or students who require support that is beyond what can be offered by the subject teacher and class mentor, are referred to the Learning Diversity Specialist. The Learning Diversity Specialist will observe and assess the student's needs based on existing documentation, school reports and discussion with the student, teacher and their family or caregivers. The Learning Diversity Specialist may conduct lesson observations to gain insight into the student's experience in class.

## **College and Careers Counsellors**

The College and Careers Counsellors are responsible for guiding and advising students on their subject choices for MYP5 e-assessments and CP/DP subject choices, possible career pathways and university and college applications or alternative educational options. They work closely with students at both campuses to inform and educate our students about a wide variety of careers and possible pathways for future studies. They guide students in their subject choices in collaboration with the student's subject teachers, Programme Coordinators, mentors, and parents. This includes, but is not exclusive to, holding individual conversations, attending mentor lessons, and facilitating taster lessons. They support students in identifying their interests, strengths and weaknesses, Optional psychometric testing for students attending university

## **Dyslexia Coach**

The Dyslexia Coach supports the teaching and Learning Diversity Specialist teams throughout the primary and secondary school with the implementation of screeners and intervention programmes for students with dyslexia. The coach also works to support dyslexic students.

## **KiVa Team**

The KiVa programme is our bullying prevention programme integrated in the curriculum throughout primary and secondary. For more information on our KiVa anti-bullying programme please visit the [website](#).

The KiVa team consists of 4 teachers, 2 primary, 2 secondary spread over the two campuses and the wellbeing team. The KiVa team teachers support the curriculum and the wellbeing team support interventions, applying restorative practices approaches outside the classroom.

## **School psychologist – Secondary**

The Secondary school psychologist supports student mental health and wellbeing in the school. While the psychologist provides prevention and intervention programmes at group and individual levels, individual support is always for a short period. The psychologist provides training and workshops for staff and is a point of contact for students and parents.

### **confidentiality advisor (internal)**

Students and parents can consult the internal confidentiality advisors concerning confidential problems in the areas of bullying, (sexual) intimidation, discrimination and aggression. For more information and contact details see [here](#).

### **Who provides Student Support - External**

We work closely with several external organisations to provide support to students who require specialised support that we cannot offer.

When support cannot be provided within the parameters of the school, the parents, teachers, Learning Diversity Specialists and/or Student Support Coordinator can liaise with external Dutch agencies.

#### **Speech therapist**

Speech therapists provide support regarding difficulties with processing language and language production. All Group 2 students are screened by a speech therapist in order for early identification and intervention. The costs for screening are covered by the school. While individual referrals for support are usually covered by a parents' health insurance, we advise families to check their health insurance coverage.

#### **Occupational therapist**

The occupational therapists provide support regarding difficulties with fine and gross motor skills, as well as sensory integration support. While the costs are usually covered by a parents' health insurance, we advise families to check their health insurance coverage.

#### **Physical therapist**

The physical therapist provides support with developmental motor skills. While the costs are usually covered by a parents' health insurance, we advise families to check their health insurance coverage.

#### **Youth doctor**

A student may be referred to the youth doctor by the Support Coordinators if there are health concerns either physical or related to wellbeing that we feel are not being addressed adequately at home. For example, a student may be called in sick frequently without clear reason. This student will then be

referred to the youth doctor. The youth doctor may be consulted to give advice on what is best for the student regarding school attendance in the case of physical or mental health concerns.

### **The parent child adviser (Ouder-Kind Adviseur, or OKA)**

The Parent Child Advisor is a source of information and support for all and any questions about raising children and their development. Both parents and children can approach her/him for advice independently. Typically, the Parent Child Advisor listens, responds to questions and offers support and/or advice. Each municipality has their own OKA. For information on how to reach out to your OKA please contact the support coordinator.

### **Parent child team (Ouder-Kinder Team or OKT)**

The Parent Child Advisor is part of a Parent Child Team (district teams) thus the team at the South Campus will be different to the team at the Sandcastle (SE) Campus. They cooperate with School doctors, Youth Psychologists and Specialists in Parenting. They can use each other's expertise, with consent of the parents. Parent Child Advisor support is determined by the neighbourhood or municipality in which a family lives. If a family does not live close to the school, or in a different municipality, they will be directed to the Parent Child Advisor closest to where they live.

### **Working Together Partnership (Samenwerkingverband SWV)**

The AICS is a member of the SWV for Amsterdam and Diemen for both our primary and secondary education. The role of the SWV is to support schools in the organisation and provision of inclusive education. Their key functions include:

- Making agreements with schools and other authorities to ensure that the transition from primary to secondary education runs smoothly
- Ensuring timely and reliable research for students who may be eligible for learning support programmes or practical education
- Referring students who require extra care to upper-school trajectories through the Education Switching Desk
- Making agreements with schools about reducing the number of students changing schools and early school leavers
- Ensuring optimal cooperation between schools, extra-school facilities and external partners(municipality, youth care, compulsory education

office) (Translated from <https://www.swvadam.nl/> Accessed 20 April 2019)

### **Youth doctor and school attendance officer**

We work with the youth doctor and the attendance officer to facilitate integration for students with long term absences due to illness. Each case has different support requirements which we determine together with the youth doctor and the school attendance officer.

### **Youth nurse**

The youth nurse comes into the school to do health checks with 5, 10 and 12 year olds.

### **Rights and Responsibilities with regards to Inclusion**

The basis of our interactions and the manner of our interactions are communicated in the study guide. All stakeholders have the student's best interest at heart; it is important for all of us to work with this premise.

### **The School**

The School is responsible for:

- Ensuring careful and accurate interpretation of the data available of a student during the admissions process
- Ensuring clear communication regarding the support that school can and cannot provide
- Ensuring that parents/caregivers receive the necessary information required to provide assessment access arrangements
- Following through on specific support agreements

the school has a right to

- Decide which students can be accepted considering whether the student can be provided with the support they need. If the support cannot be provided, the student can be refused access to the school
- Receive accurate information through the admissions process
- Request and receive the necessary documentation if access assessment arrangements and/or support are required

## AICS Inclusion, Belonging and Wellbeing Policy

### Students

Students are responsible for

- Meeting their agreements, including attending meetings with relevant support staff
- Communicating with teachers/mentors and support staff their view on how they are progressing
- Reminding teachers if necessary of their access arrangements

Students have a right

- to share their concerns
- receive equity and access to their education
- Once accepted into the school, the right to equity in their education

### Teachers

Teachers are responsible for

- Implementing agreements made in the student's support plan
- Adhering to the agreements/requirements made in a student's SSP
- Reporting on progress
- Ensuring the appropriate assessment arrangements can be met
- Signalling students of concern. This includes concerns about academic progress and/or social emotional concerns

Teachers have a right

- to receive the appropriate information required to provide adequately for the student in class
- to share their concerns with students, parents/caregivers and the school

### Teaching assistants (primary)

Teaching assistants are co-responsible for

- Implementing agreements made in the student's individual education plan
- Adhering to the agreements/requirements made in a student's SSP
- Reporting on progress to the teacher
- Signalling students of concern. This includes concerns about academic progress and/or social emotional concerns

## AICS Inclusion, Belonging and Wellbeing Policy

Teachers have a right

- to receive the appropriate information required to provide adequately for the student in class
- to share their concerns with students, parents/caregivers and the school

### **Programme Coordinators**

- Programme Coordinators are responsible for
- ensuring the official documents are submitted to the appropriate organisation to ensure access arrangements can be met

The Programme Coordinators have a right to

- receiving relevant timely information in order to submit requests for access arrangements

### **Student Support Coordinators**

The Support Coordinators are responsible for

- Coordinating the support;
- Liaising with external healthcare providers as appropriate;
- Informing parents of the possibilities;
- Guiding parents to find the appropriate support where necessary;
- Providing the Programme Coordinators with relevant information.

The Support Coordinators have the right to:

- be recognised for the expertise
- access to information to be able to support the students adequately
- collaborative engagement with students, teachers, leadership and parents
- share their concerns with the appropriate parties

### **Learning diversity specialists**

Learning Diversity Specialists are responsible for:

- Ensuring the support that has been agreed to, is provided
- Monitoring and reporting on progress

## AICS Inclusion, Belonging and Wellbeing Policy

Learning Diversity Specialists have a right to:

- access to information to be able to support the students adequately
- collaborative engagement with students, teachers, leadership and parents
- share their concerns

### **Parents/caregivers**

Parents/caregivers are responsible for

- Being as transparent as possible about the needs of their child/ren
- Upholding their agreements with the Support Coordinators
- Communicating how they see the student progressing
- Indicating any concerns they may have in a timely manner

Parents/caregivers have right

- to be informed on a regular basis, this may be through reports, emails conversations as an example
- to express their concerns about their child's wellbeing, holistically, academically, and with regards to social emotional wellbeing
- a right to complain following the Esprit Complaints procedure if they feel that the school has not followed processes appropriately or has not implemented the protocols adequately

### **Privacy and Confidentiality**

We value the privacy of our community members and adhere to the Dutch/European GDPR regulations.

### **Review Cycle**

The Inclusion policy will be reviewed in Aug 2029

Areas for further development identified during this review cycle:

- Supporting High potential learners effectively
- Streamlining our transitions
- developing trauma informed practices
- developing a social inclusion policy

### **Supporting Documentation**

Information from several organisations and publications have informed this policy.

## AICS Inclusion, Belonging and Wellbeing Policy

IB Publications (please note some of these will only be accessible to educators with login credentials from my.ib)

- [The International Baccalaureate Guide to inclusive Education: a resource for whole school development 2015, updated 2019](#)
- [Learning Diversity and inclusion in the International Baccalaureate programmes 2016, updated may 2020](#)
- [IB Access and Inclusion Policy 2022, updated November 2023](#)
- [PYP - A Community of Learners 2018, updated 2024](#)
- [PYP - Learning and Teaching, 2018, updated March 2024](#)
- [MYP Principles into Practice](#)
- [What is an IB Education? 2019](#)
- [Programme Standards and Practices 2018, updated November 2024](#)
- [DP From Principles into Practice 2015](#)
- [CP From Principles into Practice 2015](#)
- [Universal design for Learning \(UDL\) in the Classroom](#), December 2016

Pearson Publications

- Adjustments for candidates with disabilities and learning difficulties 2020-2021 Joint Council for Qualifications (JCQ) Pearson BTEC.
- Pearson Access Arrangements Online FAQ for International Centres

Other

- [Passend Onderwijs](#)
- Student Support Profile 2021 (obsolete as of 1/8/2025)
- [Universal Design for Learning](#)

School Documentation

- Admissions Policy.
- Language Policy.
- Assessment Policy
- Social Safety Policy
- School Safety Policy.
- Child Protection Policy.
- School Absence and Attendance Protocol.
- Staff Development Guide.
- AICS website

## Appendix 1

Acronyms, abbreviations and initialisms

Although we have endeavoured to include full titles with the abbreviation in brackets, we provide an overview here

AICS - Amsterdam International Community School

CAT4 - Cognitive Abilities Test version 4

CP - Career-Related Programme - IB pre-university education programme for 16-19 year olds with a professional focus

CIS - Council of International Schools - Organisation that ensures quality standards for international education are met

ELA - English Language Acquisition - English for students whose best language is not English

DP - Diploma Programme - pre-university education for 16-19 year olds with an academic focus

IB - International Baccalaureate - Organisation that provides the framework for our education

IEP

LDS- Learning Diversity Specialist - member of the wellbeing team who monitors individual student support for students with needs

LSP - Learning support plan for students with additional support without a diagnosis

MYP - Middle Years Programme - IB educational programme for 11-16 year olds

OKA - Ouder-Kind Adviseur (Parent Child advisor) - supports students and parents with difficult situations at home

PYP - Primary Years programme - IB primary educational programme for 4-11 year olds

SSP - Student Support Plan - individual plan for a student requiring extra support and/or assessment arrangements

SWV Samenwerkingsverband (Working together partnership) - organisation that supports schools with students with complex learning profiles

## AICS Inclusion, Belonging and Wellbeing Policy

UDL - Universal Design for learning

FYP: Flexible Year Programme

### Frequently Asked Questions

My child received extra time for his exams at his last school. Does this mean he will have the right to extra time here too?

No, the right to extra time will depend on your child's diagnosis and needs.

My child has a Dutch Dyslexia report that is 8 years old. Will the IB accept this as evidence?

No, the IB only accepts reports that are no older than 3 years.

Can my child take his exams in a smaller setting, I think that would be better for her?

This will only be possible if the Learning Diversity Specialist and Support Coordinators have evidence to support this request and if it is requested in a timely manner.

How do I get a new psychological assessment report for my child?

You can contact the Student Support Coordinator at your Campus and they will advise you on the process

My child has ADHD, can she apply to the AICS?

Yes, we process all applications where the eligibility criteria are met. Full disclosure during the admissions process will ensure appropriate and timely support can be given.

How can we get an updated report for our child?

We advise families to go to their GP for a referral. We provide families with names and contact details of organisations who can complete an assessment in English. In secondary, school does not pay for this.

Once my child has a report how do I know if it needs to be renewed to ensure assessment accommodations?

Where a student already has an existing report, the Student Support coordinators inform parents when the report needs to be renewed. This is in MYP4, in time for application to the IB for inclusive assessment arrangements for MYP5 e-assessment. This happens also in MYP5/DP1/CP1 .

## AICS Inclusion, Belonging and Wellbeing Policy

When a student has been signalled for extra support, they have not made any progress/enough progress with additional learning support, then we ask the family to have the student assessed to find out the reason why the student is not making progress or very little progress

Do you provide additional support for students in the form of workshops for example?

Yes - Throughout the school year we provide targeted workshops based on student, class level or year level need focusing on social emotional wellbeing

Workshops we have offered as a part of our programmes include;

- mindfulness
- performance anxiety reduction training
- MYP and DP subject specific 'Masterclasses'
- Health Promotion workshops.

Do you provide additional support for parents in the form of workshops for example?

Yes - Throughout the school year we provide workshops and/or parent evenings on a variety of topics.

Workshops we have offered as a part of our programmes include;

- Healthy School Evenings.
- KiVa - evenings explaining our approach to bullying and our "Social Safety Policy"
- workshops on inquiry-based learning

Do you provide additional support for teachers in the form of workshops for example?

Yes - Throughout the school year we provide targeted workshops based on student, class level or year level need focusing on social emotional wellbeing

Activities promoting the development of our community include but are not limited to

- Zones of Regulation
- Universal Design for Learning
- Verbal and Physical De-escalation training
- Managing Challenging Behaviors

## AICS Inclusion, Belonging and Wellbeing Policy

- on supporting students with ADHD, ASD, ODD, Dyslexia, etc.
- on Math, ELA support, Language Development and related intervention programmes
- KiVa anti-bullying programme
- Comprehensive Sexuality Education
- Common Sense Digital Citizenship
- Community Safety Agreement
- Leadership training

What types of activities do you provide for students to engage in to celebrate diversity ?

Examples include but not exclusive to;

- Diversity Week
- Sinterklaas
- School drama and musical performances
- TED X Youth @AICS
- APS Events
- Global Citizenship Day