

Inclusion Policy

AICS

Inclusion
Policy

Version 5.1

Inclusion Policy

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Abbreviations

In this document the following abbreviations are used.

AICS Amsterdam International Community School

CAT4 Cognitive Abilities Test version 4

CP Career-Related Programme

CIS Council of International Schools

ELA English Language Acquisition

DP Diploma Programme

IB International Baccalaureate

IBO International Baccalaureate Organisation

IEP Individual Educational Plan

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IPC International Primary Curriculum

LDS Learning Diversity Specialist

LSP Learning Support Profile

MYP Middle Years Programme

OKA Ouder-Kind Adviseur

SWV Samenwerkingsverband

SST Student Support Team

Inclusion Policy

Part I

Introduction

The aim of this Inclusion Policy is to share our vision of inclusion throughout our school community and provide guidelines for the support we can provide students, teachers, and parents. While we offer substantial support within the school, we also work with external partners to ensure the best possible expertise for our students. While we aim to be as inclusive as possible, we recognise that we have a responsibility towards our whole community as well as the responsibility to provide the opportunity for our individual students to succeed. This document outlines and expresses our vision and indicates what is and what is not possible.

In this document, the terms “parents and/or guardians” are intended to include any person or persons in the role of caregiving for the student. This can be direct or extended family or other caregivers who have responsibility for the student.

The policy is based on a number of documents including specific as well as general documentation from the IB programmes, Dutch documentation and other relevant research. This policy is split into two parts: Part I which explains and addresses the school’s values and support systems. Part II: The Student Support Profile which explains more detailed procedures. The main documents consulted are

- Inclusive Education Passend Onderwijs 2014 Rijksoverheid
- Student Support Profile 2021
- The International Baccalaureate Guide to inclusive Education: a resource for whole school development 2010
- Learning Diversity in the International Baccalaureate programmes 2010
- IB Access and Inclusion Policy 2018
- MYP Principles into Practice 2014-2015
- Learning Diversity and Inclusion in IB programmes 2018
- What is an IB Education 2019?

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Inclusion

We promote a common understanding of diversity, inclusion and student support to guide the AICS community (students, guardians or caregivers, teachers, support staff and non-teaching staff). The curriculum needs to be accessible for all our students. Inclusive practices will help students in developing their potential academically and help in the development of compassion in order to become caring global citizens. We value our students as unique, with individual differences, and are committed to providing an inclusive education that welcomes diversity within our school context.

All students at our school are learners; we provide personalised support in line with the International Baccalaureate (IB) definition of “Learner variability” which “upholds that categorizing students according to diagnostic labels (ADHD, Dyslexia) does not provide sound indicators of a student’s potential or appropriate teaching strategies”. Inclusive education is, “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” (Learning diversity and inclusion in IB programme, p 1) (IBO Learner Diversity and Inclusion 2018, p1)

There are four principles of good practice in the promotion and development of inclusive education. (Learning diversity and inclusion in IB programme) If we picture affirming identity and building self-esteem in the centre with a continuous interaction between valuing prior knowledge, scaffolding and extending learning we see that learning is a continuous process which can add significantly to a student’s ability to form his/her identity and thus build self-esteem.

Our inclusion philosophy is also grounded in our mission, vision and values as well as in our commitment to the International Baccalaureate Organisation (IBO), Council of International Schools (CIS) and Esprit Scholen. The development of the Learner Profile attributes and Approaches to Learning for all our students is central to inclusion at the AICS. In addition, we comply and make maximum use of local, national and international regulations as well as services provided by our external partners.

We uphold that,

- Education for all is a fundamental human right.
- Multilingualism is recognised as a fact, a right and appreciated as a resource.
- Diversity is understood to include all members of a community and valued as a rich source for building communities.

Learning at the AICS is considered from a strength-based perspective and enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student. The development of the Learner Profile attributes and Approaches to Learning for all our students is central to inclusion at the AICS.

We experience that a student’s full potential is unlocked through connecting with, and building on previous knowledge. All our students need to be offered equal opportunities to participate and engage in quality learning. An IB education empowers the students to exercise their rights and accept their responsibilities as learners as well as global citizens.

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Our teachers provide learning opportunities for all our students. Teachers are supported in their own professional development. We expect our teachers to develop knowledge, develop inquiry-based teaching strategies and an understanding of an IB education in the broadest sense to best serve the students. Teachers will provide the students with collaborative learning opportunities and valuable social and cultural interaction in which students learn to communicate and become open-minded.

Through our mentoring programme the students' social and emotional wellbeing is developed and protected. During these programmes (Approaches to Learning programme in Primary, mentoring in secondary) students learn to develop their affective skills and strategies such as developing empathy and fairness. They are encouraged to become balanced and principled. There are support systems for academic, behavioural, and social emotional support. A variety of assessments are implemented throughout the school year to monitor student progress. For students with extra challenges, we provide additional support and guidance. This provides an environment that allows students to feel safe and secure as well as academically challenged

Opportunities for our students to develop intercultural understanding are embedded in our curriculum. Students work on their language development and address current social concerns in a positive and proactive way, showcased in school events such as Peace Day and Language Day but more importantly, reinforced daily in class through the curriculum.

Community is one of our values, 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 students, their families, and staff members. Some of the activities which promote community in primary are:

- Peace Day
- Harvest Festival
- International Language Day
- Children's Book Week (Kinderboeken Week)
- Winter Light Festival (celebrating winter festivals from around the world)
- Sint Maarten, Sinterklaas, King's Day
- Poetry Day
- Sports Day
- Earth Day
- Performing Arts events
- Arts Week
- Naya Nature (Forest School)
- Woest Zuid
- Parent workshops and parent information evenings
- Monthly newsletters
- Partnerships with municipality programmes such as the Amsterdam Music School, swimming lessons, school gardening, speed skating
- Working together with The Melting Pot ¹

¹ The Melting Pot is a group of parents who, together with the school, organise activities for the community. We are grateful to have an active Melting Pot at each of our three campuses.

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- Activities promoting the development of our community in secondary include.
- Working in partnership with the families in our community
- Meet the mentor evenings
- Holding small group and /or year level meetings to listen to parents' concerns
- Parent-teacher-student conferences
- Parent information evenings
- Monthly newsletters
- School community working groups
- Monthly appointment times with Heads of School
- Workshops on a variety of topics
- Healthy School Evenings.

In addition to in-school classes, we provide a variety of 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.

All students in the school community develop the IB learner profile attributes and are encouraged and supported to develop as and to become 'inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.'

(What is an IB Education? p. 1)

Approaches to Learning

Approaches to Learning (ATL) refers to the 5 skills that all students need to develop to become effective, reflective, and independent life-long learners. (MYP: Principles into Practice) The ATL skills are cognitive, metacognitive, and affective skills that are related to each other. ATL skills are developed, taught, and assessed within the framework of a unit of inquiry within each subject area. Explicitly teaching ATL skills promotes student engagement in learning, deep understanding, and transferable skills. (Learning Diversity and Inclusion in IB Programmes) As an IB school, we recognise that all teachers are responsible for explicitly teaching and integrating the ATL skills in their unit planning and into their teaching. At the AICS we understand that the incremental development of ATL skills at an age appropriate level are essential for students to access the curriculum, to be engaged in their learning and to become self-regulated learners. We understand that ongoing assessment of learning and for learning, is essential to this process, both to inform how we develop our teaching to support students to develop their ATL skills and to identify students who need extra support.

Curriculum

We offer an inquiry and concept-based curriculum with a wide range of subjects addressing a wide field of interest. In primary school the subjects are integrated as much as possible. All classes are mixed ability, with pull out and push in sessions to promote language development.

In the MYP programme, all classes are mixed ability. In the language classes, students are placed according to proficiency. In DP, students choose the language classes and level at which they study in consultation with the language teachers, class mentors and career guidance counsellors. In CP, we offer flexible language learning arrangements using the online learning platform, Pomoja.

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MYP mathematics classes are also split into standard and extended mathematics in line with the IB e-assessments. In MYP4 students also have some choice in the specific subject groups they wish to follow. For further information on the curriculum please see our website.

Dutch Language Development

In primary and secondary, we focus on host language development with the aim of narrowing the gap between the school and the local community opportunities.

English Language Acquisition (ELA)

English is the language of instruction at the AICS. In both primary and secondary we provide English language acquisition classes and support for students who are beginning to learn English for the first time or who need to further develop their English language skills. For information on how we organise English language Acquisition support, please refer to our [Language Policy](#).

Differentiation

The school offers a student-centred, inquiry, concept-based curriculum across all programmes. Part of the curriculum development of the International Primary Curriculum (IPC), the Middle Years Programme (MYP), Career-Related Programme (CP) and Diploma Programme (DP) is to indicate the ways teaching methods and strategies can be differentiated to meet the learning needs and goals of each student. In secondary, differentiation strategies and approaches to learning skills are specified in the unit planners on Managebac and address learning styles, language development and other needs.

Celebrating diversity

As a school we acknowledge and celebrate diversity in multiple ways including but not exclusive to;

- Diversity Week
- Peace Day
- International Language Day
- Winter Lights Festival
- Sinterklaas
- School drama and musical performances
- TED X Youth @AICS
- Melting Pot Events

Language Development

The AICS values the importance of language development for all students. 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 and the importance of being multilingual. Further information about how language development is supported at school can be found in the Language Policy and some of the specific information is included in the Student Support section below. [AICS Whole School Language Policy](#)

Admissions at AICS

We are committed to students developing to the best of their potential and we are committed to developing strong relationships within our community. As a starting point, we rely on the

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transparency and honesty of all parents and/or guardians with regards to the information we receive about our students. This means that the information we receive facilitates the application process by being as accurate and honest as possible in order to ensure that we can use our expertise to decide in the best possible interest of the child.

When a child cannot be supported at the AICS, the Head of School will contact parents, guardians and/or caregivers to recommend other educational pathways. In these cases, the school will assist in finding alternative education.

Please refer to the school's [Admissions Policy](#) for further information.

Class Groups

In our primary and secondary schools, class groups are organised around the principles of mixed ability levels, social-emotional and special educational requirements, English language ability level and gender balance. To establish and maintain an optimal learning environment, class groups will be reviewed at the end of each academic year. In the best interests of the students, the class groups may be reorganised when needed.

Refer to Class Division Policy for further information [Class Division Policy](#)

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Student Support

Classroom teachers (Primary) and Mentors (Secondary)

The classroom teachers and mentors provide individual students 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. Please see School Support Profile for further information.

The Student Support Team (SST)

The student support department offers specialised support in the form of in class support, small group support and individual support. The Student Care Coordinators monitor and facilitate the support students receive by liaising with teachers, support staff, parents, and external partners.

Student Care Coordinators (Zorgcoordinator)

There are two care coordinators at school: one for primary and one for secondary school.

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

The student care coordinator 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 school, mentors, teaching team, student support team, students and parents or guardians, where needed to coordinate inclusive assessment arrangements.

Further information about the role of the student care coordinator can be found in the School Support Profile. [School Support Profile \(schoolonderstueningsprofiel\)](#)

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, guardian or caregivers. The learning diversity specialist may conduct lesson observations to gain insight into the student's experience in class.

Transitions

We provide guidance and support as appropriate during key transition periods throughout a student's school career. The main transitions we have identified are:

- starting school, (group 1 primary school); joining AICS primary and or secondary from other countries and schooling systems at the beginning and throughout the schoolyear.
- moving from Group 7 to MYP1.
- moving from MYP5 to CP or DP.

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- transitioning into other schooling systems, including Dutch primary, secondary and vocational education.
- transition to and from national and international education.
- applying to third level education.

Primary School

In primary school, the goal of student support is early intervention. The support outlined below is only available in the primary school.

Speech therapist

The speech therapist provides support regarding difficulties around processing information and language use and production. Support sessions can be organised during the school day.

Occupational therapist

The occupational therapist provides support regarding difficulties with fine and gross motor development. Support sessions can be organised during the school day.

High Potential Learners Group Primary

We have a High Potential Learners' group for students who need an extra learning challenge.

Secondary School

The support outlined below is only available in the Secondary School

Peer to Peer Mentoring

Each class has two student Peer coaches. The Peer coaches receive training in how to offer peer support focusing on conflict mediation and guided throughout the year by one of our teachers.

Structured Study Support

During the school day, students can access subject-specific support in Maths, Sciences and languages from secondary school teachers based on the teachers' and students' availability during the school day.

From 15.00 to 18.00 on Monday to Thursday supervised study support is available to all students. Support is provided by university students in Maths, Sciences, Humanities and Languages.

Careers Guidance Counsellors

We have three career guidance counsellors, one based at our South East Campus and two based at our Main campus. who work closely with students to inform and educate our students about a wide variety of careers and possible pathways for future studies. The careers guidance counsellors guide students in their subject choices in collaboration with the student's subject teachers, mentors, and parents. This includes, but is not exclusive to, holding individual conversations, attending mentor lessons, and facilitating taster lessons.

All MYP5 students and all students new to AICS in CP or the DP programmes take an aptitude test from Morrisby. (<https://www.morrisby.com/>). The results of the aptitude tests are used to help students identify their strengths, possible areas for further studies and the subject choices that will help them in progressing to further education.

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In addition, the Careers guidance counsellors liaise with other schools and are responsible for guiding students in identifying:

- their interests.
- their strengths and weakness.
- subject choices for E- Assessment inMYP5.
- subject choices for CP and/or DP.
- courses for further study such as MBO/HBO and university.
- applications to college/university.

High Potential Learners Group Secondary

We have a High Potential Learners' group for students who need an extra learning challenge. Students are identified as a high potential learner from their term 1 school reports, from their CAT 4 results and from recommendations from teachers. Students are invited to participate in interdisciplinary learning project groups in the second and third terms. The interdisciplinary learning groups are facilitated by groups by teachers who have received training in supporting high potential learners and are supported by the student care coordinator for secondary. We participate in a knowledge sharing group with other second level schools in Amsterdam.

Workshops

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

Workshops we offer as a part of our programme are;

- mindfulness
- performance anxiety reduction training
- planning and organisation
- social skills
- leadership training
- MYP and DP subject specific 'Masterclasses'
- Health Promotion workshops.

External Partners

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

The youth doctor

A student may be referred to the youth doctor by the student care coordinator 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 school 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 OKA)

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The parent-child adviser is available for appointments at school two days of each week. The role of the parent child adviser is to provide support or give advice to students who are experiencing social-emotional difficulties. Students and parents can visit the parent-child adviser alone or together. Please consult the School Support Profile for further information. SCHOOL SUPPORT PROFILE SCHOOL ONDERSTEUNINGS PROFIEL

Working Together Partnership (Samenwerkingsverband SWV)

Amsterdam International Community School 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

When a student is absent due to illness for more than 7 consecutive school days or has been registered as sick more than 3 times in a 12-week period, the school will notify the school attendance officer and the youth doctor.

In this case, our absence administration team will contact the parents/guardians by phone and follow up by email. The school informs the youth doctor and the school attendance officer. The youth doctor will make an appointment to meet with the parents/guardians and the student. There may also be an appointment with the school attendance officer.

For further information, please refer to the AICS Protocol for absence due to illness.

Health services

The majority of our external partners operate outside the school setting. This includes organisations such as Arkin, Altra and the Dutch Youth Health Service. These organisations provide specialised physical and mental health care. In most cases the services they provide fall within the student's health care insurance.

Student Support

There are several internal systems used to support students' development and learning at the AICS.

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Student Support in Primary School

In primary school, the class teacher is always the first point of contact if a parent/guardian is concerned about their child's progress. The class teacher is responsible for the wellbeing of the students in their care and the class teachers provide support for their students in class in the form of in class differentiation, a wide variety of learning resources to support the curriculum and whole class activities to support the student's development and learning.

Student Forum in Primary School

Throughout the school year, all teachers in our primary school participate in meetings called Student Forum. At the Student Forum, teachers share observations, questions and, strategies regarding the academic and social-emotional development of their class as a community.

Student Support in Secondary School

In secondary school, the first point of contact for parents/guardians who are concerned about their child's development, is the class mentor. The class mentor is responsible for the wellbeing of the students in their care and monitors the students' academic and social - emotional development and their academic progress. The class mentor is in contact with the subject teachers of their mentor class and liaises with the subject teachers regarding any concerns or issues their mentor students may be having. This includes any additional support needs students may have. The class mentor supports individual students or small groups of students with planning and organisation and social emotional concerns.

Subject teachers support students through differentiation strategies and through the implementation of inclusive assessment arrangements for individual students. When subject teachers have questions or concerns about individual students or class groups of students, the subject teacher speaks with the class mentor.

Mentor Meetings

Student progress and development is discussed at regular mentor meetings with the Year Head and the Head of School responsible for the year level. Students of concern are identified, and class mentors make arrangements to follow up and /or support individual students. This support may include extra meetings with individual students to guide planning and organisation, check in meetings to monitor student wellbeing and/or creating and monitoring a student's learning support plan. Mentors also discuss strategies for managing student behaviour and learning at individual, class and year group level.

Student Forum

In secondary, 'student forum' is scheduled once per term. This is a scheduled time in the school timetable where all subject teachers record their comments about students' academic and progress and their wellbeing. The class mentors are available if teachers wish to discuss specific students.

Learning Support Profile (LSP)

When a teacher and parent/guardian are concerned about a student's progress and see that the student needs extra support, the class teacher or class mentor creates a Learning Support Profile (LSP). The LSP is a plan which targets specific areas where a student needs to develop. It is created by

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the class teacher or class mentor with advice from the Student Support Team (SST). The plan is agreed together with the child and the parents/guardians.

Every effort is made to include the student in the creation of the LSP, however, with our younger students in primary, the parents/guardians agree the LSP with their class teacher.

The LSP is usually valid for 6 weeks. At the end of 6 weeks, the teacher reviews the student's progress with the student and their parents/guardians. If the student has made sufficient and appropriate progress, the student will no longer have an LSP and the teacher will continue to monitor the students in class. If the student has made limited progress, a new LSP may be created and /or the student may be referred to our SST team for more specialised support. When a student has made no progress, the student is referred to the SST team.

For further information about the LSP referral process, see our [School Support Profile \(schoolonderstueningsprofiel\)](#)

Support from the SST Team

The SST team provides specialised support when the student needs more support beyond what the class teachers or mentors can provide. When a student is referred to SST, they will be allocated a caseworker. The caseworker is a learning diversity specialist. The caseworker will liaise with the class teacher, mentor, and parents/guardians during the period they are supporting the student.

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

- Specific Learning Disability.
- Study Support.
- Emotional Support.
- Social Skills.

The SST team assesses the student's needs in collaboration with the student, their parents/guardians and the class teacher or mentor. This assessment determines which level of support a student needs. Our student support team offers three levels of support in primary and secondary school.

SST - Primary

Placement 1 - when a student needs support in one area only (academic/social emotional/physical)

A member of the SST team will carry out a formal observation in 2- 3 classroom contexts and make recommendations for support. Environmental accommodation such as: headphones and/or time out cards and sensory resources are used. The SST team will give 3 sessions on planning and organisation and will support the student to develop their social skills. The support a student receives will be mostly in small groups and will last for half a school term. The SST team will monitor the student's progress every month.

Placement 2 - when a student needs support in two -three areas The SST team will carry out a formal observation in 2- 3 classroom contexts and make recommendations for support.

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Environmental accommodation such as: headphones and/or time out cards and sensory resources are used.

The student will receive support and training mostly in small groups for one school term.

Placement 3 - when a student needs support in all three areas This is the maximum student support we can offer a student at the AICS. The SST team will carry out 1 -2 formal observations in 2-3 classroom contexts and make recommendations for support. The student will receive training and support in small groups and/or individual support for a maximum of 2 terms throughout the year. Changes that are made to the student's timetable will be on the recommendation of the youth doctor. The SST team will create an integration plan for the student.

SST Support - Secondary

In secondary school the first point of contact for parents/guardians who are concerned about their child's development, is the class mentor. The class mentor is responsible for the wellbeing of the students in their care and monitors the students' social - emotional development and their academic progress. The class mentor is in contact with the subject teachers of their mentor class and liaises with the subject teachers about any concerns or issues about their mentor students, including any additional support needs students may have.

Placement 1 - when a student needs support in one area only.

A member of the SST team will carry out one classroom observation and make recommendations for support. Environmental accommodation such as: headphones and/or time out cards will be offered. The student will receive three sessions of planning and organisation, mostly in small group sessions and there will be a consultation session for teachers and mentor of the student.

The student will receive a maximum of five sessions of support. The SST team will continue to monitor the student's progress after the support has stopped.

Placement 2 - when a student needs support in two - three areas A member of the SST team will carry out two to three classroom observations and make recommendations for support. Small group training and individual coaching will take place every second week. Planning and organisation support at a more intense level will be offered with the use of a special planning diary.

The student will receive a maximum of ten sessions and will be monitored by the SST team every month.

Placement 3 - when a student needs support in more than three areas This is the maximum student support we can offer a student at the AICS. A member of the SST team will carry out a maximum of 6 classroom observations and make recommendations for support. There will be a maximum of fifteen individual coaching sessions.

For an overview of SST support in secondary, please refer to the Student Support Profile.

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Individual Educational Plan (IEP)

Students with a learning diversity diagnosis always have an IEP and their progress is monitored, even if active support has stopped. Active support can be resumed at any point. The IEP is created by the student's caseworker. The IEP is agreed with the students, their parents/guardians, and the class teacher/mentor. The IEP is shared with subject specific teachers by the class teacher/mentor.

Students who have received extra support through a Learning Support Profile (LSP) and have been referred to the Student Support Team, may also have an Individual Educational Plan (IEP).

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.

The learning diversity specialist monitors and evaluates the progress the student is making through feedback from the student, their guardians 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 taken in consultation with the student, parents/ guardians and class teacher/mentor.

Please refer to the School Support Profile for more detailed information about how additional support is organised at the school.

Monitoring and evaluating Student Progress

We monitor each student's progress and development on an individual basis. We use the following sources to monitor student development and progress.

In Primary School

- The class teacher and/or specialist teachers.
- The classroom assistant.
- Student Forum.
- Learning Diversity Specialists.
- Student Care coordinator.
- Managebac for academic progress.
- iSams Student Wellbeing and Student Support.

In Secondary School

- The class mentor.
- Student Forum.
- Managebac academic progress.
- ISAMS Student Wellbeing and Student Support.
- Learning Diversity Specialists.
- Student Care Coordinator.

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

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- we aim to provide a suitable balance in the timing of assessments.
- we provide school assessment calendars for each year level.
- 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 provides support when a student has gaps in their learning or is unfamiliar with different forms of learning.

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

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 purpose is “to enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability”. (IBO Candidates with assessment access requirements, 2014, pg 2)

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)
- a student's expressed needs.
- A student may require inclusive arrangements if they have:
- long term learning support needs.
- long- or short-term medical conditions.
- psychosocial difficulties.
- additional language learning needs.
- autism spectrum/Asperger's syndrome.
- learning disabilities.
- medical conditions.
- mental health issues.
- multiple disabilities.
- physical and/or sensory challenges.
- social, emotional, and behavioural difficulties.
- specific learning difficulties.
- speech and/or communication difficulties.

(IBO Candidates with assessment access requirements 2014, p 2)

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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.

For students who would benefit from inclusive assessment arrangements but do not have an official diagnosis, arrangements will be determined by the class teacher in consultation with the student and their parents, guardians or caregivers and the student 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, 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 an Individual Educational Plan.

All formal requests for inclusive assessment arrangements for the MYP5 E-assessment, the CP programme assessment and the DP programme of assessment are made to the IB, by the 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;
- 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 arrangement 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 school. These

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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 Care Coordinator 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

(IBO Candidates with assessment access requirements 2014)

In consultation with the student and parents/guardians, mentor and IB coordinator, the learning diversity specialist creates a request for the inclusive arrangements the student will require. The student care coordinator 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.

All requests for official inclusive assessment arrangements must be made, with all the required documentation, 6 months in advance of the examination session, for Pearsons prior to the first assessment session. 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 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.

Rights and Responsibilities

Responsibilities of the School

The School is responsible for:

- Ensuring careful and accurate interpretation of the data available of a student during the admissions process.

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- Ensuring clear communication regarding the support that school can and cannot provide
- Ensuring that parents receive the necessary information required to provide assessment access arrangements
- Following through on specific support agreements

Care Coordinator

The Care coordinator is 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

Programme Coordinators

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

Learning Diversity Specialists

Learning diversity specialists are responsible for:

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

Teachers

Teachers are responsible for implementing agreements made in the student's individual education plan

- Reporting on progress
- Ensuring the appropriate assessment arrangements can be met

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

Parents

Parents are responsible for

- Being as transparent as possible about the needs of the students
- Upholding their agreements with the Care Coordinator
- Communicating how they see the student progressing

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- Indicating any concerns they may have in a timely manner

Rights

The school has the 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 the necessary documentation if access assessment arrangements and/or support are required.

Parents and students have the right to

- Once accepted into the school, students have the right to equity in their education.
- Parents have a right to be informed
- Parents and students have a right to express their concerns
- Parents have a right to complain following the Esprit Complaints procedure if they feel that the school has not implemented the protocols adequately.

The School Support Profile

Inclusion in the Netherlands

As a Dutch International School, the Amsterdam International Community School fulfils the requirements of the Inclusive Education Law 2014. (Passend Onderwijs.) This law acknowledges the rights of all children to participate in the education best suited to their needs, with their peers in appropriate mainstream education where possible. All schools are required to develop a School Support Profile detailing how they will organise and structure the provision of inclusive education in school.

<https://www.rijksoverheid.nl/onderwerpen/passend-onderwijs/>

The School Support Profile for Amsterdam International Community School applies to the three campuses: Main, Satellite and South East. The Amsterdam International Community School Support Profile can be found here [School Support Profile](#)

The updated School Support Profile will be available in April 2021 for review.

Review Cycle

The Inclusion Policy will be reviewed in accordance with the school policy review cycle. Date of dissemination of policy: February 2021

Date for Review: January to April 2024.

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Areas for further development

- Student voice and student advocacy
- Career Related programme
- Mentor programme
- Approaches to Learning
- High Potential Learners
- Student Forum
- Primary Years programme
- Language Policy and Provision
- Anti-bullying Policy Review

Policy Development

This policy has been developed by a working group of parents, guardians, students and staff representing the Amsterdam International Community School community and in line with the IB process of policy development.

Supporting Documentation

Several publications form the background to this policy.

- Inclusive Education Passend Onderwijs 2014 Rijksoverheid
- Student Support Profile 2021
- The International Baccalaureate Guide to inclusive Education: a resource for whole school development 2010
- Learning Diversity in the International Baccalaureate programmes 2010 IB Access and Inclusion Policy 2018
- Making the PYP happen: A curriculum framework for international primary education December 2009
- MYP From Principles into Practice 2014-2015
- Learning Diversity and Inclusion in IB programmes 2018
- What is an IB Education? 2019
- Programme Standards and Practices IB2014
- DP From Principles into Practice 2015
- CP From Principles into Practice 2015
- 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

Additional Reading

The documents listed below, support and supplement the inclusion policy.

- *Admissions Policy.*
- *Language Policy.*
- *Assessment Policy*
- *Anti-bullying Policy.* (under review)
- *School Safety Policy.*

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- *Child Protection Policy.*
- *School Absence and Attendance Policy.*
- *Staff Development Guide.*
- *Class Division Policy.*

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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 Care Coordinator have evidence to support this request and if it is requested in a timely manner.

My child has ADHD can she apply to the AICS?

Yes, we process all applications.