



INTERNATIONAL SCHOOL
RIJNLANDS LYCEUM OEGSTGEEST

IB Middle Years Programme
IB Diploma Programme

INCLUSION POLICY

ISRLO mission statement:

International School Rijnlands Lyceum Oegstgeest (ISRLO) aims to offer our students the best possible opportunities for development via high-quality education for them to evolve and thrive, in both their educational journey and their roles as responsible citizens in their communities and our world. Our motto is: we are mindful of ourselves, mindful of each other and mindful of the world around us; building a better future together. To this end:

- We support and encourage our students to develop their full potential, via high-quality and engaging internationally minded education.
- We create a safe learning and working environment where mutual trust and respect are at the core, where we develop and maintain an open mind towards each other, where we think critically and maintain a caring approach toward ourselves and each other.
- We guide students to explore who they are, what and how they think and what they can do.
- We teach students to approach challenges without bias, with curiosity, and we encourage them to respect boundaries, but to also explore and take risks where possible.

As an IB School, we are committed to the mission of the IBO which is “...to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”.

The IB Learner Profile outlines 10 attributes which inform our Inclusion Policy and practices. These traits ask our community to be:

Inquirers- We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable- We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers- We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators- We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

Caring- We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers- We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced- We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective- We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Our school's mission and our work toward inclusive education is in line with IBO aims specifically to "affirm student's identities, create learning opportunities that enable every student to develop and pursue appropriate personal and academic goals" (Learning Diversity in IB Programmes)

Inclusion at ISRLO

ISRLO is a non-discriminatory, open enrollment school which accepts students with a wide range of learning abilities and differences. This policy supports consistency in our practice and is in line with our school mission where we aim to offer students the best possible opportunities for their individual development. To that end, during the admission process, parents must provide documentation that informs the school about the child's background regarding any special education needs which must be met by the school. If, in the rare case that a student's needs cannot be appropriately supported by the school, in the best interests of

the student, the student will not be admitted (see admissions policy). We recognize that not all areas of our school are accessible for a wheelchair user. However, this does not bar a student from admission as class schedules are then organized in such a way that these students have easy access to all classrooms on their roster.

All students admitted to ISRLO are offered opportunities and appropriate support to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action in the future (What is an IB education). At ISRLO we believe that the core to inclusion is affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning. In addition, we believe that:

- IB education is accessible for all students
- Belonging is a key aspect to education
- Multilingualism is a strength
- The IB learner profile underpins our approach to inclusion
- Learning variability is understood and celebrated
- All students are entitled to experience success as part of their learning
- Assessment is ongoing, inclusive, diverse and relevant, whilst preparing our students for the demands of formal IB assessments

Inclusion at ISRLO is an ongoing process with the objective of increasing access and engagement in learning for all students by identifying, lessening and, where possible, removing barriers. Barriers to learning are identified as obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and assessment. Barriers include but are not limited to additional language, physical and mental health challenges, processing speed, reading fluency, numeracy, social-emotional challenges and cultural variations. (IB access and inclusion policy see pages 7-8 for the complete list of primary and secondary barriers).

This process includes scaffolding learning, recognition of learner variability, supporting our teachers to develop effective pedagogy, and the careful application of appropriate modifications and accommodations in curriculum, assessment and learning support (see table below). Inclusion is facilitated in collaboration between teachers, year level tutors, the ISRLO Support Team, students, families and the IB Programme Coordinators.

Some barriers to learning are effectively addressed by differentiation. Differentiation is utilized when learning variability is identified in a student and is considered best practice for all students. Differentiation at ISRLO during lessons and assessment utilizes the most effective strategies for supporting students in achieving individual student learning goals. This is facilitated by modifying content, process, product and/or environment. Specifically:

- Content: modification of subject content is utilized when accessing the full curriculum content is not possible at any given time for a student

- Process: various differentiated approaches are utilized to support student understanding and skill development
- Product: differentiation of ways in which students can demonstrate their skills and understanding
- Environment: flexible locations/timing for learning and assessment. This includes providing opportunities for remote (online) learning and access to the support class

Process of determining, documenting and communicating inclusion for students with learning differences and special education needs (SEN):

ISRLO maintains Learning Difference/ SEN information and updates this information on an as needed basis throughout the school year. All SEN documentation, including educational psychological testing reports, meeting notes, and education histories are treated as confidential and are managed by the ISRLO Support Team in collaboration with the whole-school administration and the /Learning Difference/Special Education Needs (SEN) Coordinator. Information regarding inclusion practices and differentiation based on a diagnosed Learning Difference is disseminated through the year level tutor and IB Programme Coordinators. Programme Coordinators meet quarterly (each term) with the head of the Support Team to discuss the effectiveness of inclusion plans, modifications and accommodation of students being supported (see Table 1)

A list of learning and assessment accommodations is updated quarterly (each term) by the Learning Difference/SEN Coordinator and shared with teachers to help ensure that accommodations and modifications are being made for students with identified learning differences, specifically with assessment modifications and accommodations.

Individual Education Plan (IEP)

- When a student applies to ISRLO, and has documented Learning Differences/SEN, the school takes this into consideration because there are some Learning Differences that the school is not staffed to support (see admissions policy).
- ISRLO does not internally generate Individual Education Plans for its students. However, when a student transfers into ISRLO with an educational psychological report or IEP from another school, the report/IEP is shared with the Support Team and a plan of support is generated and shared with that student's tutor. That information is then deployed via the internal system, SOM to the SEN Coordinator who then communicates with the tutor and to those teachers who will teach that student.
- The student is added to the ISRLO SEN (Special Education Needs) list which briefly notes the accommodation made for that student (a 'reader' (kurtzweil), access to a computer, extra time etc.). These accommodations are utilized for assessments.

- We request that parents update educational diagnostic testing within two years of the IBMYP eAssessments and/or IBDP exams in order to ensure that internal student accommodations are extended and followed during external IB assessments. Documentation is shared with the IBO (inclusive arrangements) with the written consent of parents.

Additional practices and procedures which help to remove barriers to learning and support all students working beyond the taught curriculum:

- Teaching and learning
 - International mindedness; moving past the Eurocentric lens of experience, history and education
 - Collaboration; between teachers and students to create authentic learning experiences
 - Cultural awareness; encouraging students to explore their own heritage, culture and best language during inquiry
 - IBLP and ATL; units of study focusing on Learner Profile and Approaches to Learning trait development parallel to academic curriculum/course content
 - Concept-based enquiry; encouraging students to take a wider view of the purpose of education and their own learning
 - Students working beyond the taught curriculum, and where differentiation is not enough, may be encouraged to join different year level classes in order to maintain appropriate challenge and engagement in specific subjects.
- Language development
 - First or best language development supported by the Language Profile Programme
 - English as an additional language (EAL) and support from the Language Coordinator
- Tutor class
 - Individual one-on-one support for social emotional development, academic progress checks and opportunities which expand the taught curriculum via SA and CAS.
- Student voice / Parent voice
 - Year level student representatives across the MYP and DP years who work with the Programme Coordinators to support positive school development and troubleshooting of academic and non-academic concerns
 - The Parent Council works closely with administration to facilitate communication, collaboration and identify needs and opportunities for development
- Extracurricular activities

- Together with Service as Action (SA) and Community, Action and Service (CAS), students participate in sports studios, arts studios and have access to various school clubs and community sports activities therefore widening variety and opportunity
- Whole school events
 - Opportunity to participate in drama and music productions, Open Podium, International Evening, school parties and outings
- Celebrating diversity
 - Purple Friday
 - Gay-Straight/Queer-Straight Alliance (GSA/QSA)
- Developing reflection both in and outside the classroom with a focus on reflection as problem solving and restorative justice
- Careers Counsellor
 - The Careers Counsellor supports the academic journey of all students by providing access to information and support in ongoing/continuing educational opportunities available to students, including non-IBDP routes for students when needed.
- Anti-bullying policy (school website); Controlled Substance protocol and sexuality education (IBDP)
- Compliance with the IB's Adverse Circumstances Policy which supports individual students who are impacted by circumstances such as bereavement, injuries, illnesses, or groups of students impacted by circumstances such as natural disasters during the assessment period

Individual approach

- Identifying effectiveness of Inclusion processes
 - Weekly meetings between tutors and Programme Coordinators to discuss individual student needs and development as well as the effectiveness of accommodations and modifications provided for those with Learning Differences and SEN needs.
 - Quarterly meetings between the head of the Support Team and Programme Coordinators to discuss student development and effectiveness of accommodations/modifications/inclusion
 - Quarterly student development meetings between faculty, tutors and Programme Coordinators
 - Ongoing parent-school communication, including as needed meetings to discuss student progress and to identify what is working and what student needs have not yet been met.

- As needed ‘check in’ reports (internal) in which teachers report to the tutor and Programme Coordinator the effectiveness of specific accommodations made for individual students

Additional Supports

- As a Dutch State School, ISRLO is supported by local child welfare and education agencies managed through the Oegstgeest Geemente (local Council). Interventions and supports provided by the Geemente are initiated in partnership with the ISRLO Support Team.

Table 1

Support Overview Rijnlands Lyceum Oegstgeest

Which support is available and who provides it?	What does this support entail?	For whom?	How can this extra support be provided?
Individual Support in the resource room By: Student Coach	Broad array of support, adapted to the needs of the student. For example: weekly planning, doing homework in the resource room taking a time-out, talking to someone, etc.	All students	Registration is arranged through the department head. In exceptional cases a student can come to the resource room on their own initiative to sign up. The department head and the tutor will be notified about this through SOM. The parents will also be informed.
Individual Support By: School Psychologist Support Coordinator	Weekly or bi-weekly individual meetings during which student receives support for underlying problems that may impact school skills. These underlying problems can be for example performance anxiety, motivation problems, feeling down, etc.	All students	This possibility is offered after a consultation with parents, tutor, department head and support coordinator in case the support is needed regarding the student’s social-emotional well-being and/or if the student is on a waiting list for psychological help outside of school. ➔ Registration through program coordinators
Individual Support By: BPO counsellors in conjunction with Support Team	Weekly or bi-weekly individual meetings during which student receives support for underlying problems that may impact school skills. These are mostly for students with a diagnosis, academic giftedness or a physical disability/chronic illness.	Students with long-term support needs	This possibility is offered after a consultation with parents, tutor, department head and support coordinator in case the student has long-term support needs. ➔ Registration through the program coordinators
Taking tests in the resource room	A student can take (a part of) tests in the resource room. This means that the student can complete their tests in a quiet and calm environment	All students with either a physical disability/ chronic illness	This possibility is offered after a consultation with parents, tutor, department head and support coordinator in case of a physical disability/chronic disease or social-

	and, if needed, receive immediate (emotional) support.	or students who receive emotional support within or outside of school	emotional problems or if there is a need for a quiet and calm environment or immediate (emotional) support. ➔ Registration through the program coordinator
Performance anxiety training By: School Psychologist Support Coordinator	Students can practice performance anxiety scenarios in low-risk situations (e.g. tests, presentations, speaking up in a class, etc.). The training consists of 5 sessions once per week. There is room for max. 6 students per training.	Years 1-3	The department head lets know if there are multiple students in the same year that would like to follow the training. If yes, then a start date is set. ➔ Registration through the program coordinators
Exam stress training By: (Teacher) – 5HAVO (Teacher) – 6VWO (Support Coordinator) – DP2	This training is especially for students who will be taking their end exams soon. In the training sessions students learn techniques for coping with stress, such as mindfulness exercises and exercises used in cognitive behavioural therapy. The training consists of 5 sessions. There is room for max. 8 students per training.	Year 5 (HAVO) and 6 (VWO) + DP2	The department head lets know if there are multiple students in the same year that would like to follow the training. If yes, then a start date is set. ➔ Registration through the program coordinators
Social skills training By: School Psychologist Support Coordinator	In this training students can work on their social skills. The training consists of 5 sessions once per week. There is room for max. 6 students per training.	Years 1 & 2	The department head lets know if there are multiple students in the same year that would like to follow the training. If yes, then a start date is set. ➔ Registration through the program coordinators
POWER training By: School Psychologist Support Coordinator	In this training students can work on their resilience and self-confidence. The training consists of 5 sessions once per week. There is room for max. 6 students per training.	Years 1-3	The department head lets know if there are multiple students in the same year that would like to follow the training. If yes, then a start date is set. ➔ Registration through the program coordinators
“Learning to learn” training By: Student Coach	In this training students can learn about different learning strategies. The trainer helps identify strategies that are suitable for a specific student and a specific subject.	Years 1 & 2	The department head lets know if there are multiple students in the same year that would like to follow the training. If yes, then a start date is set. ➔ Registration through the program coordinators

Next to above-mentioned extra support options, there are also internal confidential counsellors available for help:

Confidential counsellor	What does help entail?	For whom?	How to plan an appointment?
One male and one female confidential counsellor for students	Confidential counsellor is the first point of contact for problems, questions or complaints about unwanted behaviour or other confidential things. They can offer support, advice and, if needed, refer you further.	All students	A student can send an email or go to the confidential counsellor.
One male and one female confidential counsellor for employees	Confidential counsellor is the first point of contact for problems, questions or complaints about unwanted behaviour or other confidential things. They can offer support, advice and, if needed, refer you further.	All employees	An employee can send an email or go to the confidential counsellor.

This inclusion policy is reviewed bi-annually in April by the following ISRLO community members:

Support Team Coordinator
 DP Coordinator
 MYP Coordinator

Next review: April 2024

Sources:

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