

Inclusion at ISH Policy Statement



International School
of Hellerup

Last Updated: 24th June 2017

Inclusion Philosophy

At International School of Hellerup we believe that promoting inclusivity and valuing diversity is essential. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning is designed to be inclusive of, and accessible to all students.

Learner Profiles at work

ISH is an IB school and we employ the learner profile throughout all areas of school life. Some of these are representative within the inclusion policy to encourage and foster lifelong learning amongst our school community.

Principled: We act with fairness and the respect for the dignity of our students. We consider the consequences of decisions as we make them.

Caring: We show empathy, compassion and respect for the needs of our students and our community. We try to make a positive difference to people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a student's well-being. We will strive to meet all three of these needs for students while at ØIS.

Reflective: We regularly reflect on how we can recognize learner's differences and best support children in an inclusive, intercultural environment. It influences our teaching practice and leads personal growth for the entire school.

Special Educational Needs (SEN)

At International School of Hellerup all teachers strive to differentiate in order to support students with special educational needs. Our main objective is to look at the child as a whole and support them in achieving personal success. The Learning Support Services (LSS) department advise and support teachers on appropriate strategies and tools which can be applied within the classroom. Teachers have the core ownership for guiding the learning of a student, both socially and emotionally. Additional supports such as Learning Support Teachers and specialists support and complement the guidance.

The team designs and supports learners through academic learning plans but can also provide some support for learners with social/emotional needs. In order to support learners effectively, the LSS department can provide recommendations for external services such as Municipality support, Occupational Therapy and Speech and Language Therapy. The department also employs the use of Learning Support Teachers or psychologists.

Intervention Pathways

Initial recommendations for in class support

If learners need support beyond the differentiated approach within classroom teaching, they are referred to the Learning Support Services where observations and further assessment, when required, are conducted. Prior to this, families will be informed and additional recommendations for inclusive support will be provided and monitored by a member of the LSS team and referring teacher. After an initial period of LSS support, a decision is made about maintaining further support or recommending that the support is managed in-class.

Learning Support Plans (LSP) PYP

Should a child need to continue with LSS support, they will be placed on a Learning Support Plan which focuses on specific learning and developmental goals. The plan will be reflected on regularly by a member of the team in consultation with the referring teacher. Lessons may be provided in small group or one-on-one as either push in or pull out learning support, dependent on the individual learner's needs.

Action Plan (AP) MYP and DP

Within the MYP and DP, if a learner is significantly below in 3 or more subjects they will be placed on an AP. These referrals are based on achievement in classes and learning will focus on these specific subjects. They receive one-on-one academic counseling which includes goal setting, strategies to implement and follow up. The AP will be reflected on regularly to ensure Learning goals are relevant and learners feel success.

Individualized Education Plan (IEP)

If a child requires an educational evaluation and it identifies a child's specific learning needs, they will be placed on an IEP. These plans are documents which will guide teachers, students and families on how to best support the individual learner. Learning goals, interventions and implementation for support will be based on the recommendations and outcomes from the psychoeducation evaluation. Together with all the stakeholders, regular evaluations and updates will ensure the child's ongoing learning development. In some cases, families may be asked to commit to providing extra support which may include financial contributions or specific resources to aid the learning process.

Scope of ISH Learning Support Services

- ISH is able to support learners with mild learning differences or physical disabilities.
- ISH is unable to support learners with moderate/severe learning challenges, where their needs are beyond reasonable accommodation.

Admissions

During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving. This is in accordance with the 'ISH Admissions Policy'.

Fees

In-class, individual or group support may be provided through the Learning Support Department. Support services may be subject to additional fees. For further information, please refer to our Admissions Policy.

EAL

The English as an Additional Language (EAL) Programme at ISH supports students whose primary or secondary language is not English. Please see our Language Policy for more information.

DP

Students entering the Diploma Programme (DP) are required to provide the school with an updated IEP and educational evaluation results. This is a prerequisite for obtaining SEN support, for the course of the programme and the official IB examination period.

Physically Disabled

At International School of Hellerup, we consider the school facilities and resources, as well as the health and safety, when accepting students with a physical disability:

- The ISH building has wheelchair access and can accommodate children with difficulties using the stairs.
- Speakers and microphones are installed in certain classrooms to accommodate hearing impaired students.
- Teaching staff aim to adapt their learning methods and teaching expectations according to the child's disabilities where possible.