

Inclusion Policy International School Almere

Reviewed October 2025

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1. 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 and/ or guardians. 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 recognize 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 several documents including specific as well as general documentation from the IB programmes, Dutch documentation and other relevant research.

2. Philosophical Statement

At ISAlmere, inclusion reflects our commitment to developing caring, principled, and open-minded learners. We believe that every student can access and engage with the IB curriculum, consistent with the IB’s inclusive philosophy and the Dutch ‘Passend Onderwijs’ framework. Our approach to inclusion aligns with the International Baccalaureate (IB) mission to develop inquiring, knowledgeable, and compassionate young people who help to create a better and more peaceful world through intercultural understanding and respect. Inclusion at ISAlmere is rooted in the IB Learner Profile and Approaches to Learning (ATL), emphasizing that all students are unique and have diverse learning needs that can be supported through collaborative and reflective practices.

ISAlmere values an inclusive learning environment where diversity is embraced, and all learners are supported to reach their potential. We recognize that inclusion is a shared responsibility among all educators, coordinators, care specialists, and leaders within the school community. We achieve this through collaborative planning, differentiated instruction, and ongoing reflection on the impact of support strategies.

This policy aligns with the following IB documents as well as Dutch documentation and other relevant research.

- Access and Inclusion Policy (IBO, 2022)
- Learning Diversity and Inclusion in IB Programmes (IBO, 2016)
- Programme Standards and Practices (IBO, 2020)
- The International Baccalaureate Guide to inclusive Education: a resource for whole

school development 2010

- Inclusive Education Passend Onderwijs 2014 Rijksoverheid

Our inclusion policy serves as the primary framework for determining the accommodations and support necessary to ensure that each student can fully participate in and benefit from our educational programs. For further information regarding our internal processes, we would like to refer you to the following policies:

- Admissions policy
- Social Safety Plan
- Language policy

3. Definition

Students are considered to require support to access the curriculum if they:

- Experience significant difficulty in accessing or engaging with learning compared to peers of the same age.
- Have a disability, medical, or psychological condition that affects their access to educational activities or facilities.
- Require adapted or differentiated teaching approaches to engage successfully with the curriculum.

Students who are developing proficiency in English as an Additional Language (EAL) are not considered to fall within the boundaries of additional learning support but are supported through the school's EAL framework.

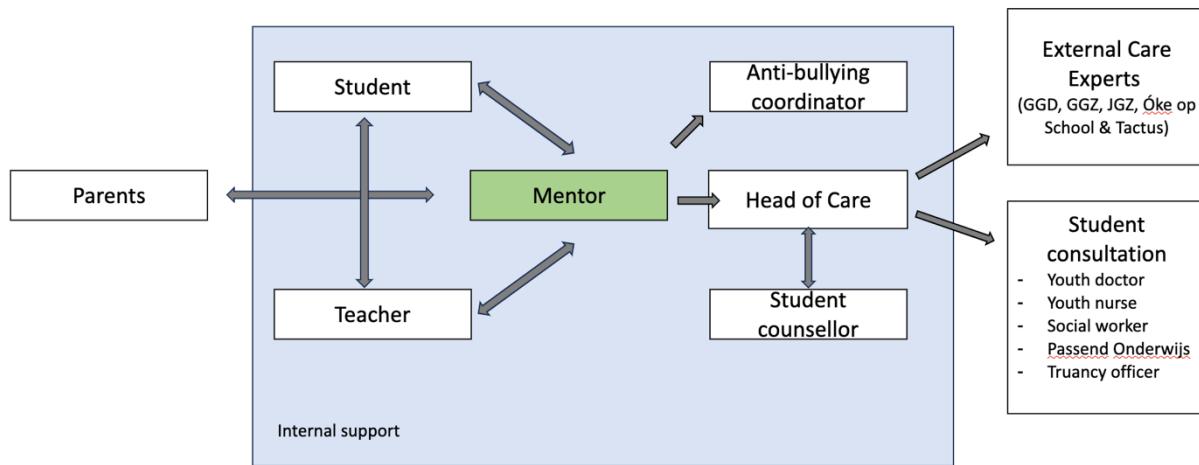
4. Shared Responsibilities

Inclusion at IS Almere is the shared responsibility of all staff members. Each role contributes to ensuring equitable access to learning for all students requiring support.

Mentors

- Serve as the first point of contact for students and families
- Identify and communicate academic or pastoral concerns
- Collaborate closely with parents and/or guardians, teachers, and the care team to create and implement support plans
- Contribute to the holistic development of students through mentor programmes and emphasising social-emotional wellbeing

For a schematic overview of the communication lines, see the diagram below



Our mentor programs are tailored to each year group level and have been created and offered in collaboration with external specialist organizations, such as Passend Onderwijs Almere, Oké op School, Unifrog, Tactus and COC.

To ensure a strong and supportive start for our youngest students, the Care Team has designed a dedicated training program specifically for incoming MYP1 students. This program is focused on the systematic development and reinforcement of social-emotional competencies, including Self-Awareness, Self-Esteem, Self-Management, Social Awareness, Friendship Skills, and Responsible Decision-Making. These competencies are not only addressed during the initial training but are also deliberately embedded within the ongoing mentoring program across subsequent year levels. This approach ensures continuity and progression in social-emotional learning, fostering a safe, inclusive, and supportive school environment where all students can thrive academically, socially, and emotionally.

Additional sections in our mentor program include themes such as reflecting on the importance of being a good global citizen, fostering positive group dynamics, and creating a safe environment for students. Topics also include (online/digital) bullying, healthy online behavior and screen use, gender diversity and identity, emphasizing the principles of inclusivity, equal treatment, and respect. In addition, the mentor program includes preventive educational sessions on substance use.

Social Safety Coordinator

The Social Safety Coordinator is responsible for promoting a safe, inclusive, and supportive social environment. This role ensures that all students, staff, and community members experience a culture of respect, belonging, and equitable access to educational opportunities by focusing on both the prevention and management of incidents related to bullying. The Social Safety Coordinator acts as a key advocate for social wellbeing,

proactively addressing concerns related to safety, inclusion, and community cohesion. The Social Safety Coordinator works closely with school leadership, the Care Team, and Mentors to foster a positive school culture and address concerns proactively.

Trust Persons ('Vertrouwenspersoon')

The trust persons support both students and their families in situations where personal boundaries may have been crossed or when sensitive issues arise. They offer a safe space to listen, advise, and help navigate next steps, ensuring that every member of our community feels heard, respected, and supported.

Student Support Coordination

Student support is managed by the Head of Care, who is supported by the Student Counsellor. The Head of care holds overall responsibility for the school's wellbeing and student support programme. Guided by the IB philosophy of holistic education, this role ensures a coherent, preventive, and evidence-based approach to care, where early identification is the key. The Head of Care oversees program development and innovation, provides expertise in complex individual cases, as well as recommendations for the Individual Educational Plans (IEP's) and inclusive access arrangements. Additionally, the Head of Care designs trainings to strengthen staff capacity in supporting students' social, emotional, and academic wellbeing and inclusive teaching strategies. Collaboration with parents and/or guardians, staff, and external professionals (such as youth services, truancy officers, and Passend Onderwijs advisors) is key, with the student's wellbeing and agency always at the center.

5. Identification and Support

Early identification is essential and begins in the classroom through differentiation and universal design for learning (UDL). By working with these methods, we aim to proactively design flexible learning environments to provide all students with multiple ways to access, engage with, and demonstrate their understanding of the curriculum. Students requiring support to access the curriculum are identified through multiple pathways:

- Information from previous schools during admission (for more information, please see our admissions policy) such as recommendations and advice from the student's official support network (educational psychologist, learning diversity specialist).
- Parental observations
- Teacher observations and classroom-based evidence. Teachers use formative assessments and reflections to recognize students who may need additional support. When concerns arise, they are discussed with the mentor and the Head of Care, who determines the next steps in collaboration with parents and/or guardians.
- 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 behavioral difficulties.
- specific learning difficulties.
- speech and/or communication difficulties.

6. Support Provisions

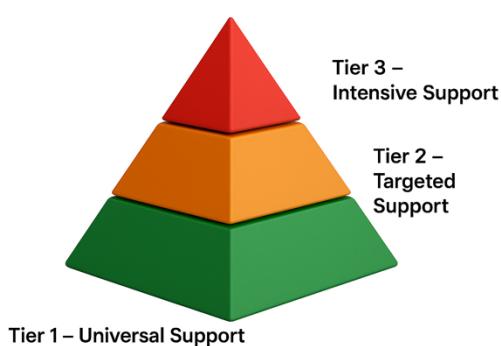
Support is tailored to individual student needs and may include internal and external interventions.

Internal Support and Care provision

At ISAlmere we are committed to ensuring that every student is empowered to learn, succeed and belong within a responsive, inclusive and agency centered environment. Our internal support system is designed to identify and address student needs early. We prioritize early identification of academic, emotional, or social concerns within the classroom.

Teachers and mentors monitor student engagement, progress and wellbeing; when signs of difficulty emerge, they collaborate immediately with the Care Team to respond proactively rather than reactively. This close-to-the-classroom approach of class-based responsiveness ensures that interventions are timely, relevant, and aligned with the student's context.

Support Framework – Three Levels of Support



At ISAlmere, we follow a tiered model of support to ensure that every student can access learning, participate fully in the school community, and achieve personal success. This framework allows support to be responsive, structured, and proportionate to each student's individual needs. By organizing our support in three levels, ISAlmere ensures that all students receive appropriate, evidence-based, and flexible assistance that enables them to learn, grow, and belong.

Tier 1 – Universal Support

Universal (first line) support is provided within the classroom by subject teachers and mentors. Through high-quality teaching, differentiation, and attention to social-emotional wellbeing, most students can thrive at this level. Teachers monitor progress and engagement closely, adapting their teaching to ensure accessibility and inclusion for all learners. Approximately 80 % of students' needs are met within Tier 1.

Within the classroom, we implement differentiated instruction and flexible grouping to meet the diverse learning styles, needs, and interests of our students. Teachers design learning experiences that offer choice, support and challenge, enabling students to build confidence and agency in their learning journey. Flexible grouping allows students to work in various configurations— whole class, small groups or pairs—according to the task and their readiness.

Differentiation is embedded across multiple aspects of teaching and learning to ensure that all students have equitable access to the curriculum and opportunities to develop agency in their learning. Students are offered choices in learning tasks, enabling them to engage with content in ways that align with their strengths and interests. Teachers provide scaffolds, visual support, and structured guidance to aid comprehension and promote active engagement with the learning process. Learners are encouraged to demonstrate their understanding through varied formats, such as presentations, portfolios, written assignments, or oral responses, allowing for diverse ways of expressing knowledge. Classrooms are designed to foster collaboration, peer support, and student agency, creating a safe and inclusive environment where learners are empowered to take ownership of their educational journey. These approaches are consistently applied

throughout both MYP, CP and DP programmes, ensuring that differentiation remains responsive to individual student needs and reflects the school's commitment to inclusive education.

Tier 2 – Targeted Support

Targeted (second line) support is offered to students who require additional assistance beyond what can be provided through classroom differentiation. This may include small-group or one-on-one sessions, co-teaching, short-term intervention programs, or guidance from specialist staff within the Care Team. The focus is enabling every student to have access to trusted guidance, safe spaces and structured programs that build self-awareness, resilience and social connection, and the support provided is responsive and adaptable to changing needs. Collaboration between mentors, teachers, and the Care Team and sometimes external professionals ensures that interventions are purposeful, time-bound, and aligned with classroom learning.

Around 15% of students receive support at this level. This level may involve individualized educational planning (IEP), access arrangements, and cooperation with external specialists or regional support services.

Individual Education Plans (IEP's)

Individual Education Plans outline specific learning goals, strategies, and accommodations. They are living documents, reviewed at least two times per school year, and are adjusted as needed based on student progress and feedback. IEPs inform classroom practice, differentiation, and access arrangements for IB assessments.

Access to IB Assessments

IS Almere follows the IB's Access and Inclusion Policy (IBO, 2022) to ensure equitable assessment conditions. Requests for access arrangements, such as extra time or adapted materials, are submitted in line with IB regulations. The school ensures confidentiality and fairness throughout this process.

Referral & Collaborative Decision-Making

If a student's needs cannot be fully met through internal strategies, the mentor arranges for the Head of Care to meet with the student to assess needs and plan next steps. The Head of Care will recommend internal support strategies or refer the student to appropriate external organizations. In complex or persistent cases, the student may be forwarded to the Care Advisory Team (CAT, or Zorg Advies Team), which includes representatives such as the school nurse (health department), a youth socialworker, the truancy officer and the appropriate external- support services (e.g., Passend Onderwijs).

This is always done in collaboration with the student, and their parents and/ or guardians. The CAT evaluates the effectiveness and sufficiency of the school's internal support provisions, ensuring they are responsive to the students' needs, inclusive of their unique context, and supportive of their agency. Where the internal measures seem insufficient or not all-rounded enough, the CAT provides guidance on appropriate referral to specialized external services, facilitating a coordinated and student-centered approach to additional- support.

External Support

When a student's need requires specialized intervention beyond the school's resources, the Care Advisory Team (CAT) will advise to forward a student to external specialized (mental) health organizations for the long-term specialized support to the student.

Tier 3 – Intensive Support

Intensive (third line) support is designed for students whose learning or wellbeing needs are complex and ongoing. Tier 3 support typically applies to approximately 5% of the student population. For some students, this process may include a *Toelaatbaarheidsverklaring* (TLV) to determine eligibility for specialized provision.

Specialized support and TLV process

In cases where the student requires a more permanent placement or specialized support that cannot be provided within our regular inclusive framework, the school follows the local 'Toelaatbaarheidsverklaring' (TLV) process as defined under the Dutch 'Passend Onderwijs' arrangements. This includes consultation with Passend Onderwijs Almere (regional collaborative association), submission of the necessary reports and documentation, and transparent communication with the student, parents and/ or guardians and external professionals. The results of the TLV process guide decisions regarding enrollment and the provision of appropriate support.

7. Collaboration with Parents and/ or guardians

Effective inclusion depends on strong, collaborative partnerships between the school, the student, and their family. Open dialogue and mutual trust form the foundation for meaningful support and shared decision-making.

Parents and/ or guardians are valued partners in inclusion. Their insights and experiences provide essential context for understanding each student's needs, strengths, and wellbeing. At IS Almere, we believe that the best outcomes are achieved when school and homework closely together. Parents are actively involved in discussions about assessment, support

planning, and progress review.

Regular and open communication ensures that inclusion practices remain transparent, consistent, and responsive to the evolving needs of each student. By keeping the child's best interests at the center of all decisions, and by recognizing parents as crucial partners in the process, we foster a shared responsibility for every student's success and sense of belonging.

8. 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. The school also has the right to 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 an equitable and inclusive educational experience
- Parents have a right to be informed
- Parents and students have a right to express their concerns
- Parents have a right to file a complaint, following the Het Baken procedure if they feel that the school has not implemented the protocols adequately

9. Review and Evaluation

This policy is reviewed every two years, as part of the school's IB evaluation cycle, ensuring alignment with the IB Programme Standards and Practices (2020). Feedback from staff, students, and parents and/or guardians informs updates to maintain a reflective and evolving inclusion framework.