



NIS

North Zealand
International School



International
Early Years
Curriculum



International
Primary
Curriculum



International
Middle Years
Curriculum



Cambridge Assessment
International Education

Cambridge International School



IBDP
Diploma
Programme

'NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners'

Inclusion Policy

North Zealand International School

January 2025

Reviewed annually

Contents

Purpose.....	1
Principles of Equal Access	1
Admission of Learners with Identified Challenges.....	1
Identifying Challenges in Current Learners	2
Need for Inclusive Education	2
Classroom Inclusion and Intervention Pathways	3

Purpose

This policy ensures equal access to learning and teaching, as well as validity and meaningfulness in assessment for all learners at North Zealand International School (NIS). We believe all children are entitled to an education that enables them to make progress in their learning

Principles of Equal Access

We provide equal access to learning by:

- Adapting teaching methods
- Modifying learning activities
- Tailoring assessments
- Reducing or removing barriers to learning

Our goal is to provide optimal support to address challenges and enable learners to access educational opportunities.

Admission of Learners with Identified Challenges

Before admitting a learner with identified challenges, the admissions team and school leadership evaluate whether the learner can meet curriculum requirements with the support available at NIS.

Families/applicants must provide all relevant documentation under the admissions policy.

- The admissions team ensures necessary documentation is collected from families or relevant support agencies to arrange any required external support.
- The Wellbeing Counsellor and Support Services Coordinator review student files before the start of the school year to ensure adequate provisions are in place.

Identifying Challenges in Current Learners

When challenges arise at school or home, the following steps are taken:

1. **Initial Support by Teachers:**
Teachers provide high-quality differentiation and support for all learners as a standard practice of inclusive education.
2. **Communication with Parents:**
Teachers discuss observed challenges with parents before making referrals to Learning Support (LS).
3. **Referral to Learning Support:**
 - If challenges persist despite differentiation, an internal referral is made to the LS team, and parents are informed.

Information is gathered from the child's file and parents. In-house screenings or referrals to the Speech and Language Therapist may be conducted.

4. **Child Study and Action Planning:**
 - Classroom observations, assessments, and other relevant information are reviewed.
 - Inclusive learning arrangements are devised collaboratively between teachers and the LS team.
 - Agreements and action plans are shared with parents and learners.
5. **External Referral (if needed):**
 - For significant challenges, referrals to external services may be required.
 - An internal conference is held with parents, the learner (if appropriate), and relevant professionals to discuss strengths, challenges, and access needs.
 - Decisions regarding further medical or psychological assessments are made collaboratively.

Need for Inclusive Education

Inclusive education is provided for learners with the following needs:

- Autism spectrum disorders/Asperger's syndrome
- ADHD
- Learning difficulties (e.g., dyslexia, dyscalculia)
- Speech, communication, and language delays
- Physical and sensory challenges

- Social, emotional, and behavioral difficulties
- Medical or mental health challenges

Classroom Inclusion and Intervention Pathways

Learners with identified needs may require Individual Learning Programmes (ILPs) or tailored action plans. ILPs are regularly updated and include specific learner targets and recommended teaching modifications.

Possible Interventions:

- Individual or group support sessions for language or math
- In-class support by a Learning Assistant (full/part-time)
- Action Plans or Focus Cards for behavioral/motivational needs
- One-on-one counseling with the Wellbeing Counsellor
- Preventative workshops (e.g., conflict resolution, self-management)
- In-house diagnostic testing for language or numeracy challenges
- Speech articulation screening or therapy (arranged privately by parents)
- Professional development for staff to foster inclusive attitudes and strategies

Note: Language acquisition support is not classified as a learning difficulty under this policy (refer to the ELL policy).

Responsibilities

The Support Services Coordinator and Wellbeing Counsellor are responsible for:

- Coordinating inclusive support for learners
- Facilitating collaboration between parents, teachers, and external professionals
- Ensuring staff have tools for inclusive practices
- Overseeing ILPs and their regular review
- Assisting families in accessing external support services

Costs

- Low-level support (up to 2-3 sessions per week): Covered by the school.
- Medium-level support: May require additional parental contributions.

- High-level support: Requires SU funding applications to cover extra costs.

Confidentiality

All documentation related to learning support is confidential and shared only with relevant staff, learners, and parents. Permission is required before sharing information with external services

Reviewed by Leadership and Learning Support Coordinator January 2025

Next review: January 2026 (inline with the move to a new school)