

International School of Schaffhausen Inclusion Policy

ISSH Mission Statement

Be Unique + Achieve Potential + Take Responsibility

The International School of Schaffhausen provides quality education in a nurturing and inclusive environment. We are an internationally minded community which fosters intercultural understanding and respect.

We develop responsible global citizens

- by inspiring learners to discover, unlock and develop their potential
- by providing a challenging curriculum that stimulates critical and creative thinking
- by promoting active, life-long learning
- by applying a holistic and balanced approach to all areas of school life
- by encouraging responsibility for self, others and the environment

We know that every student is unique and

“Each mind has its own method”

(Ralph Waldo Emerson)

Table of Contents

Inclusion Policy	4
1 . School Vision on Inclusion	4
2 . Purpose	4
3 . Scope	4
4 . Procedures	4
4.1 Identification	4
4.2 Intervention	5
4.3 Continuation of Support	5
4.4 Upper Secondary School/ Diploma Programme Considerations	5
5 . Policy Legal Compliance	5
5.1 Compliance Measurement	5
5.2 Non-Compliance	6
6 . Pedagogical Training	6
7. References	7

1. School Vision on Inclusion

The International School of Schaffhausen (ISSH) school motto, “Each mind has its own method,” by Ralph Waldo Emerson, is the guide by which the ISSH learning community seeks to view students with inclusive education needs. ISSH is committed to creating an inclusive educational environment that recognizes the importance of teaching to student strengths, while also addressing learning challenges and/or gaps in learning.

2. Purpose

The purpose of this inclusion policy is to outline the ISSH community strengths and limitations based on available resources within the school community, as well as how we comply with and understand the Swiss legal requirements for inclusive education. The purpose of this inclusion policy is to outline the rights of our students and responsibilities of all members of the school community.

3. Scope

Inclusive education is provided for students with learning challenges and/or gaps in learning which may include difficulties in reading, writing, speaking, listening, numeracy, etc. It is also provided to students where social, emotional and mental health issues impact learning, where physical limitations such as speech, language and communication or vision, hearing, or any bodily impairment which affect learning outcomes. Inclusive education is also extended to intellectually gifted students.

4. Procedures

4.1 Identification - Students who are identified or suspected of having barriers to learning are referred to the Learning Support Coordinator (LSC). Barriers to learning also refers to gifted students. The coordinator works as a case manager with parents, teachers, and students to determine the learning challenges. This is done by gathering evidence through baseline assessments, screening tests, classroom observations, checklists, and the collection of student work samples (requested by the LSC). This evidence is provided to specialists within the local community for further evaluation if necessary.

4.2 Intervention - Once a barrier to learning has been identified and documented, with the guidance of outside specialists, the LSC works with ISSH staff to follow the guidelines set forth by the Universal Design for Learning (UDL). The UDL approach benefits all students as well as inclusive needs students. This includes varied representation of classroom content, multiple options for student expression of content and fostering engagement by providing student autonomy where possible aided by various specialists and assisted technology.

4.3 Continuation of Support - During the identification and intervention process, it is necessary to assess the effectiveness of the intervention and track progress toward student specific learning/social/other goals. This is accomplished by the formation of an Individual Learning Plan (ILP). The ILP ([Primary Sample ILP](#), [Secondary Sample ILP](#)) is a collaboration between teachers, parents, and students to monitor learning needs. The ILP is reviewed and updated 1 to 2 times a school year depending on the student's needs. The ILP identifies students' strengths and barriers to learning and puts forth goals and interventions to provide access arrangements which may include accommodations or modifications to the curriculum. Access accommodations in school curriculum do not change the level, content or performance criteria for students but do allow for changes in the presentation of information, response format and procedures, instructional strategies, time and schedule, environment, and equipment. Modifications in the school curriculum are a change in what the student is expected to learn. Modifications can include a change in instruction level, content, reduction of schedule, or performance criteria. Modifications in instruction can impact access to certain higher-level classes and parents and students are informed of these consequences before action is taken. The ILP is managed by the LSC and ensures that student needs are proactively addressed and the student receives a continuation of support through grade transitions.

4.4 Upper Secondary School/ Diploma Program Considerations - Per IB policy, Diploma Program (DP) candidates at ISSH must follow strict guidelines to obtain inclusive education access arrangements both within the programme and for final examinations. Please refer to the [IB document summary](#) for details. DP candidates with inclusive education needs, unable or not interested in obtaining an IB diploma, are allowed to complete DP courses and sit exams following the above guidelines but will not receive an IB diploma.

5. Policy Legal Compliance

5.1 Compliance Measurement - ISSH complies with Swiss law for inclusion students and, as a private IB school, supports inclusive education but does not have access to all publicly funded resources. Consequently, parents may need to use private insurance or funds to secure specialised support and testing. ISSH is aware that this may result in a barrier to service, but as a private non-for-profit learning institution, the financing of intervention measures that go beyond what can be provided with current staffing may require additional tuition fees. ISSH also reserves the right to deny admission for cases in which the physical facilities or staffing requirements exceed what can be provided. For different levels available for inclusion families will pay an additional fee based on the level of support offered. For any more questions, see the ISSH Admission Policy for more details or contact the Learning Support Coordinator (LSC).

5.2 Non-Compliance - Our primary objective is to meet the needs of each student and deliver an effective educational program. However, the school reserves the right to suspend its contract with the family if it is found that, at any point, the family has failed to disclose any learning needs previously identified or formally diagnosed by someone, notably a trained professional or prior teacher.

When barriers to learning supersede the support available in-house, students will be referred to specialists. Referrals may be facilitated and case managed by the Learning Support Coordinator (LSC); these may include psychological support, occupational therapy, and/or speech and language therapy. Referrals are also available for physical therapy, behavioural support, and/or out-of-classroom tutoring. All referrals are independent of ISSH and are followed up and paid for by the family, either through private insurance or directly.

6. Pedagogical training - Most international pedagogical training will include best practices for teaching inclusion students. To ensure the best possible care for students with inclusion needs, ISSH employs a Learning Support Coordinator to case manage and oversee progress, as advised through Individual Learning Plans. Educators are encouraged to differentiate practices, methods and styles in order to minimise barriers to learning and promote students' strengths. Continuing teacher education is regularly updated through seminars, workshops, and guidance from educational experts. Staff also receive in-service sessions offered through colleagues focussed on strategies for inclusion along with outside, professional training.

7. References:

[IB Access and Inclusion Policy](#)

[IB DP Exam Regulations](#)

[Student Friendly Inclusion Policy](#)

ISSH Admission Policy

[ISSH Language Policy](#)

Policy revised during the 2022-2023 school year

Next policy review June 2024