



International School of Estonia Inclusion Policy



Updated 2022

Table of Contents

Table of Contents	2
Mission and Vision of International School of Estonia	3
ISE’s definition of high quality teaching and learning	4
ISE’s vision on inclusion	5
Statement of Philosophy	5
Aims of ISE Inclusion Policy	6
Admission to International School of Estonia	7
Confidentiality	8
Student Support Programme at ISE	9
Referral Process	11
Student Support Team	11
The Special Educational Needs Coordinator	11
School Psychologist	12
Dean of Students	12
Individual Learning Plan (ILP)	13
Inclusive access arrangements	14
Reasonable adjustments	14
Acceleration Procedures	15
Appendix 1	17
Appendix 2	1

International School of Estonia's Inclusion Policy includes all related services that are connected to the Student Support Services.

Mission and Vision of International School of Estonia

Vision

A globally minded community of diverse learners, empowered as agents of change.

Mission

- Support a safe, caring, respectful environment that values creativity and inclusivity
- Develop self-aware learners with the tools for fulfillment in their world and beyond
- Empower individuals to set and reach high standards through best educational practice
- Encourage students to think globally and act locally

Values

- Agency
- Belonging
- Excellence
- Contribution

IB Learner Profile

The core of International Baccalaureate programs is the **IB Learner Profile** and the International School of Estonia celebrates the promotion of these student attributes:

- Inquirer - Acquires skills for purposeful, constructive research
- Thinker - Applies thinking skills critically and creatively to solve complex problems
- Communicator - Receives and expresses ideas in more than one language including the language of mathematical symbols
- Risk-taker - Approaches unfamiliar situations with confidence
- Principled - Displays integrity, honesty and a sense of fairness and justice
- Caring - Develops a sense of personal commitment to action and service
- Open-minded - Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced - Understands physical, mental and personal well-being
- Reflective - Analyzes own strength and weaknesses

ISE in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

ISE’s definition of high quality teaching and learning

“High quality teaching and learning is learner centered, explores real-world ideas, enables individual fulfillment and builds competencies for life.”

ISE's vision on inclusion

Inclusive education that embraces diversity and differences is supported by the United Nations as a matter of human rights and social justice.

In the publication *“Learning diversity and inclusion in IB programmes: Removing barriers to learning”* (2016, updated 2020), the IB states: “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.”

Access and engagement in learning for all students is only possible by identifying and removing barriers to learning. Those barriers to learning may be found in the way schools are organized and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis.

ISE's Student Support Team (SST) strives to realize IB's principles on inclusion and diversity into practice throughout our continuum of programmes.

Statement of Philosophy

ISE values and celebrates learning diversity as an integral part of building an inclusive community. We believe that every educator is an educator of all students and that all learners should have equal opportunities to participate and engage in quality learning. ISE educates, supports and counsels students in the most appropriate and inclusive setting possible, within the capacity of the school's facilities, resources, and support personnel.

ISE does not categorize students according to their diagnostic labels, but believes that all students are diverse learners, who have different strengths and challenges related to their changing circumstances, histories and contexts. ISE strongly believes that no student should be excluded on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality.

Aims of ISE Inclusion Policy

ISE Inclusion Policy Aims are:

- To define ISE's vision on inclusion and to outline processes that promote inclusion.
- To provide our community members clear expectations and understanding about how and to what extent ISE can support students with diverse learning needs.
- To ensure teaching practices and learning opportunities that reach all students as individual learners.
- To provide students with opportunities to progress throughout the school programme and report that progress to relevant stakeholders.
- To build awareness of learner variability and foster respect throughout the school and surrounding community.
- To create an atmosphere of trust and open, respectful communication when discussing learning diversities.

Rationale for Aims

- Students make more progress when teachers supporting them work collaboratively as an effective team.
- Assessment tools provide insight to parents, students and teachers for setting goals and designing learning that supports the students in reaching their full potential .
- Content, process, product and environment of learning should be differentiated to address students' diverse learning needs and remove barriers to learning.
- All stakeholders (teachers, parents and the students) have a shared understanding of and value learning diversity.
- Relevant information on student progress is communicated to all stakeholders in a timely manner.

Admission to International School of Estonia

For more information on the admissions procedures, please refer to Admissions Procedure Policy.

Admission Applications through the [OpenApply](#) programme facilitate student admission. These forms require that the child's parent or legal guardian accept the school's General Terms and Conditions of Enrolment. There is a 600 Euro non-refundable fee upon admission.

There is no general admissions test. However, to ensure that ISE can meet a student's learning needs, comprehensive information *must* also be provided along with the Admission application.

This information is to include:

- Confidential Teacher Reference Form that is available
- Progress Reports for the last two school years
- Completion of Health and Data Form
- Evidence for any educational support needed or required
- Identified learning exceptionalities
- Information of previously received support services
- Previous Individual Learning Plan(s) (IEP/ILP/504) or appropriate educational plan) and/or any relevant psychoeducational assessment reports

All documents required **must be in English**.

ISE (with parental permission) may contact the previous school of applicants with specific questions as to the child's performance. Should any further questions arise from this process, ISE reserves the right to require additional documentation. This may require additional testing by a certified and approved practitioner

Estonian Basic School's and Upper Secondary Schools Act regulates how schools should categorize the levels of support given to students. Based on subchapter 4, "Identifying and Implementing Support Needed by Student", educational support is divided into three levels.

1. General support - when the school provides a student who has difficulties in performing the duty to attend school or lags behind in achieving the study outcomes with general support. General support involves individual additional instruction by a teacher, the availability of the services of the support specialists and, where necessary, the organisation of study assistance lessons individually or in a group.
2. Enhanced support - Enhanced support is applied to a student who, due to their permanent learning difficulty or physical or behavioural disorder or another health condition or disability needs at least one of the following services:

- 1) a constant support specialist service and an individual curriculum in one, more or all subjects;
 - 2) a constant support specialist service and part-time studies individually or in a group;
 - 3) a constant support specialist service and individual support during studies in the class;
 - 4) studies in a special class.
3. Special support is applied to a student who, due to their severe and permanent mental disorder, intellectual or mental disability or multiple disabilities needs:
- 1) disability-specific organisation of studies, study environment, study methodology, study aids and a constant support specialist service combined with social or health services or both in order to be able to participate in studies;
 - 2) part-time studies individually or in a group or constant individual support in a class or studies in a special class.

At the International School of Estonia, we are able to support students who need general support. Enhanced support can also be provided, under the condition that the student is able to meet the academic requirements of the educational programmes offered at ISE and focus on the same learning outcomes when provided with appropriate inclusive access arrangements and/or reasonable adjustments. The school's ability to support students who need enhanced support is decided case by case.

IB curriculum includes prescribed learning outcomes and assessment criteria, the same standard of assessment should be applied for all students. If a student needs modification of curriculum due to their learning difficulties or their needs cannot be met within the context of a regular sized class, they will not be admitted to ISE. If already enrolled, they will be redirected to a more suitable educational institution.

Should a student need an educational aide to offer them individual support during studies in the class, the services must be financed by the parents/caregivers.

Confidentiality

The storing and processing of personal information is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018. ISE is compliant with the General Data Protection Regulation (GDPR) focusing on giving all community members safe places and process for exchanging information. We are reviewing and updating our procedures and documentation carefully to meet the GDPR goals around privacy, control and transparency to ensure we comply fully with the GDPR. We respect the privacy rights of individuals and their data. Any data collected is job related and collected following the requirements as set forth by the GDPR.

All student records are treated as confidential. The copies of the Student Support Department records are stored in a locked cabinet in the Student Support Department's office. The SEN Coordinator and School Psychologist have separate locked cabinets for the documents. Records will not be taken from the building. Relevant information will be shared with the student's teachers when necessary. Physical health records are kept in a locked cabinet in the Nurse's office.

When discussing any student with another staff member or parent it should be done in private. Staff will maintain confidentiality by not referring to any student by name or identifying features and not referring to social or learning difficulties in front of other students or members of the ISE community, and being sensitive to making comments or drawing conclusions about a student's behavior or learning profile.

Student Support Programme at ISE

The Student Support Department at ISE can support the students by:

- Facilitating collaboration and open communication between students, parents, teachers and the Student Support Department.
- Planning and facilitating support meetings
- Assisting parents of students with diverse learning needs for home support
- Creating and developing Individual Learning Plans
- Removing barriers to learning by implementing inclusive access arrangements and reasonable adjustments when necessary
- Providing social-emotional support and school-based counseling services
- Providing pull-out learning support services when necessary, but not more often than 1 lesson per subject per week.
- Providing in-class push-in support, but not more often than one lesson per subject per week.
- Assisting in finding and hiring shadow assistants if necessary
- Assisting students in goal setting and planning
- Supporting students with the development of ATL skills
- Referring students to local auxiliary services (e.g speech and language therapist, clinical psychologist, psychiatrist, occupational therapist, art therapist, medical specialists etc.) when necessary
- Cooperating with external services to find best ways to support the student
- Making recommendations for additional assessments
- Providing progress assessment as well as in-school evaluations

ISE is unable to:

- Provide an alternative or modified curriculum
- Provide a self-contained special needs classroom and program
- Provide services for students that require more specialized interventions and accommodations and/or full-time 1:1 pull-out
- Provide speech and language therapy, occupational therapy, physical therapy, art therapy, psychiatrist services (ISE can refer students to auxiliary service providers)
- Diagnose students

Expectations for stakeholders:

The International School of Estonia regards open communication with parents essential to successful integration and support of students with diverse learning needs. When considering whether or not ISE is the optimal learning environment for students with diverse learning needs, we request the following:

- Frequent, open communication and collaboration between parents and staff is essential for successful inclusion and support of students with diverse learning needs.
- An evaluation of the student by a psychologist, psychiatrist, neurologist or other related specialist, valid within the last three years.
- An understanding that for students with diverse learning needs, regular monitoring and assessment is necessary to ensure that their academic and social/emotional needs are being met.
- Parental cooperation and support for recommended educational testing, consultations or other services that benefit the student's opportunities for academic success or overall wellbeing.
- After admission, if the school is not able to meet the child's diverse learning needs, ISE reserves the right to ask parents to help further support their child beyond the school's designated support.
- Any related therapy, specialized evaluation or tutoring must be financed by the parents.
- An understanding that in the event that the child's needs cannot be met by differentiated instruction and other interventions, provided by classroom teachers and the Student Support Department, it may be necessary to seek placement in other schools.

Referral Process

Students who are experiencing academic or social-emotional challenges are referred by the classroom teacher or parent to the Special Educational Needs Coordinator. Referrals can be made in a written form by email or by setting a meeting with the Special Educational Needs Coordinator. The Student Support Team will then collaborate with the teachers and review records, grades, classroom work, assessments and observations. The Student Support Team will decide on the most appropriate options for providing services to the student and the Special Educational Needs Coordinator will communicate the recommended interventions to the parents.

In case it is necessary to implement specific inclusive access arrangements or reasonable adjustments to support the student, an Individual Learning Plan(ILP) will be created for the student. An official diagnosis is not a prerequisite for creating an ILP, however the student will be referred for additional assessments if necessary. The process will be led by the Special Educational Needs Coordinator in collaboration with the student, parents and teachers. This may require additional educational testing, consultations or other services by relevant specialists to benefit the student's opportunities for academic success.

Student Support Team

The primary role of the Student Support Team (SST) is to determine whether a student with diverse learning needs will benefit from the ISE educational program and whether they should be referred for services or in-school evaluations.

The Student Support Team (SST) consists of the Special Educational Needs Coordinator, the School Psychologist, the Dean of Students, the homeroom teacher and any appropriate teachers, the respective programme Principal-Coordinator (PYP, MYP and DP), the Director and the EAL specialist if necessary.

The Special Educational Needs Coordinator

The Student Support Team is led by the Special Educational Needs Coordinator, who collaborates and organizes regular meetings with the students, teachers and parents in order to make recommendations regarding the best support for students with diverse learning needs.

Special Educational Needs Coordinator keeps a record of all referrals and meetings with staff, parents and students, so that progress can be monitored and reviewed. All records

are kept safely in a locked cabinet in the Student Support office. Relevant information will be shared with the student's teachers when necessary.

Special Educational Needs Coordinator refers the students to specialists outside of school if necessary, and with parental permission liaises with auxiliary service providers/specialists on how to best support the students.

Special Educational Needs Coordinator provides academic and social/emotional support to the students or refers them to the School Psychologist if necessary.

School Psychologist

The School Psychologist (SP) through the SST will support the development of students in partnership with parents and staff, involving, when appropriate, other specialists. The School Psychologist also supports staff members when necessary.

The SP evaluates the student's psychological development and coping mechanisms (psychological processes, personality traits, emotional state, mental health challenges, and communication). The SP designs, manages and carries out interventions that meet the needs of the student and shares the results of the evaluations with the SST, and parents as required. If necessary, this may involve other professionals.

In addition, the SP supports and counsels individual students in coping with personal lifestyle and mental health problems and communication skills. The SP supports and counsels at the various levels of psychosocial crisis intervention (crisis prevention and post-crisis activities).

The SP advises and assists parents in finding new ways of raising and solving problems in support of the student's personal development and coping with their daily lives.

The SP is responsible for advising the SST of plans set in place with the students whom the SP is counseling. The ISE school psychologist's work is guided by the student's well-being and best interests, applicable through the laws of the Republic of Estonia and other legislation, the Code of Ethics and job description of the Estonian School Psychologists Association.

Dean of Students

The Dean of Students develops a relationship based upon mutual trust and respect with students in order to anticipate possible social or behavioural difficulties.

The Dean of Students (DoS) is responsible for investigating any incidents involving student behavior. The DoS records all related interviews and communicates as necessary with administration, staff and parents concerning such interviews. The DoS treats all records of

behavioural incidents concerning students in a confidential manner and stores them in a locked file cabinet.

The Dean of Students ensures that any incidents involving injury are properly addressed in conjunction with the school nurse.

The Dean of Students develops a functional anti-bullying protocol through the adoption of contemporary approaches. The DoS is responsible for promoting the integration of online protection behaviour and practices among students.

The Dean of Students develops a coherent protocol for incident reporting along with appropriate means of reporting and upgrades relevant policies on a regular basis through research, dialogue and reference to best practices. The DoS encourages staff to follow appropriate incident reporting protocols for all incidents.

The Dean of Students liaises with the Director concerning all matters pertaining to the well being of students at ISE. The DoS collaborates with the SEN Coordinator on any aspects of student support as required. The DoS supports Principal Coordinators as required in the execution of their programmes.

Individual Learning Plan (ILP)

An Individual Learning Plan (ILP) (appendix 1) is created for diverse learners who need the additional support of inclusive access arrangements and/or reasonable adjustments to remove barriers to learning that may prevent or disadvantage them from participating or effectively engaging in their learning, teaching and assessment. Learning plans celebrate learning success, build on strengths and circumvent difficulties to develop the whole student. The Individual Learning Plans created follow both IB's requirements and the requirements in the Estonian Basic Schools and Upper Secondary Schools Act.

Individual Learning Plans are created through collaboration between the student, their parents, teachers and relevant support staff. The process of creating an ILP is guided by the Special Educational Needs Coordinator but student led by its nature. The SEN Coordinator collects information from all relevant stakeholders and in collaboration with the student and their parents/caregivers crafts the ILP to establish the appropriate inclusive access arrangements and goals for the student. After the ILP is approved by the student and their family, the ILP is shared with all of the relevant teachers, the appropriate Principal-Coordinator and School Psychologist who then sign the ILP to indicate their understanding and agreement with the plan.

The ILP consists of general student information and information on:

- a) the student's exceptionalities;
- b) their home language and WIDA results if applicable;
- c) the services needed and offered to the student;
- d) present levels of performance (strengths and needs of the student);
- e) student's preferred learning styles;
- f) inclusive access arrangements and reasonable adjustments(if needed) deemed necessary for the student; and
- g) separate goals and strategies for each school year.

The Individual Learning Plans are reviewed annually or more often if necessary.

Inclusive access arrangements

Keeping in accordance with the IB's "Access and Inclusion Policy", when a student is enrolled to ISE, it is the responsibility of ISE to meet the student's learning needs. For all students to participate fully in learning, teaching and assessment, using appropriate and well-planned inclusive access arrangements may be necessary. Inclusive access arrangements are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers to learning.

Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them. Inclusive access arrangements must not give the student an advantage in any assessment and are intended for students with the aptitude to meet all assessment requirements leading to the completion

An overview of possible inclusive access arrangements can be found in the „Access and Inclusion Policy“.

Reasonable adjustments

The term "reasonable adjustments" is used for any flexibility introduced to learning, teaching and assessment that is not covered in the standard list of inclusive access arrangements in the IB's "Access and Inclusion Policy". This flexibility is unique to a student based on factors such as requirement, way of working, strengths and difficulties.

If the reasonable adjustment being considered for a student is also to apply to IB assessments, then the school has to consult with the IB before planning the adjustment. The IB will engage with the school to authorize the most appropriate, supportive, fair and optimal reasonable adjustment.

Acceleration Procedures

The International School of Estonia is committed to providing education of high academic standards, which will promote the maximum intellectual, social-emotional and physical development of each child who has been identified as gifted.

Acceleration Definition

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. These acceleration opportunities should include, but are not limited to: moving at a faster pace through core academic subject area(s), advanced grade placement in core academic subject areas, and vertical acceleration.

Definitions of the types of acceleration

- 1. Horizontal Acceleration-** Includes inclusive access arrangements that allow students to move at a faster pace through the academic curriculum but remain with their class and age mates. Types of horizontal acceleration include: individualized or independent study, mentorship, enrolling in an online course. Horizontal acceleration can be done at any time to best meet the needs of the high ability student. If a student requires individual tutoring, tutoring must be financed by the parents.
- 2. Differential/Subject Acceleration-** Allows students to move to an advanced grade level in one or more academic subjects but remain in a homeroom class with their own age mates. (An example of differential acceleration is a 3rd grade student attending 4th grade reading class, a 7th grader attending a 9th grade math course etc.)
- 3. Vertical Acceleration (whole grade)-** Permits grade-skipping that allows students to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs. This must be done with much deliberation as to the effects of this process on the whole child.

General Criteria

To be considered for differential/subject acceleration, the student must demonstrate

- Academic skill levels superior to age/grade peers as demonstrated by assessments and/or individual psycho-educational evaluations.
- Social and emotional readiness based on observation and evaluation by the School Psychologist
- Commitment to the opportunities of acceleration
- A high degree of persistence and motivation

- A healthy self-concept and capacity to adjust to the accelerated environment

This decision will be made by the Student Support Team (Director, Principal/Coordinator (PYP, MYP, DP), Special Educational Needs Coordinator, School Psychologist and when necessary EAL Teaching Specialist)

Acceleration Procedures

- A written application (appendix 2) shall be made by the student, parent/guardian, or teacher, and submitted to the Student Support Team. The form **Request for Acceleration** will be used.
- The Student Support Team will meet along with the parent/guardian and student. The team will consider available information to reach a consensus recommendation. In the event that consensus cannot be reached, the Director will make the final decision.
- If acceleration is deemed appropriate, the SST will document the decision regarding acceleration.
- The SST will reconvene annually to review the appropriateness of the acceleration plan.

Appendix 1



Individual Learning Plan

Student Information	STUDENT		Grade level/Teacher:	
	Date of Birth:		Parent/Guardian names:	
	Grade Level/Date at Entry to ISE		Parent/Guardian contact information:	
	ILP Start Date:		ILP Review Date:	

The following people were informed of and/or contributed to this Individual Learning Plan.

Position	Name and signature
Student	
Parent/Guardian	
Parent/Guardian	
SEN Coordinator	

School Psychologist	
Homeroom teacher	
Principal-Coordinator	
Teacher	
Teacher	

Background Information	
Diagnosed Learning Disability/Challenge	
Date of last psychoeducational testing	
Relevant Medical Conditions (medication and side effects if applicable)	

Language (Please include home language(s), if the student has had school in another language, any tested language levels and history of language support)
WIDA results

Current services (Internal and external)

Service	Frequency	Contact information

Present levels of performance

<p>A description of the student's exceptionality and its impact on educational performance (results of any current evaluations from school or outside therapists should also be included in this section)</p>
<p>Areas of strength (academic, social/emotional and other ATL skills, extra curricular)</p>
<p>Academic:</p>
<p>Social/emotional and other ATL skills:</p>
<p>Extra curricular:</p>
<p>Areas of need (academic, social/emotional and other ATL skills)</p>
<p>Academic:</p>
<p>Social/emotional and other ATL skills:</p>
<p>Other:</p>
<p>Student interests and preferred learning styles</p>

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Inclusive access arrangements/Reasonable adjustments

Inclusive access arrangements	Reasonable adjustments

Goals and Strategies

Goals for 2021/2022 academic year

GOAL (What is the impact on learning?)	STRATEGIES (How will you get there?)	ASSESSMENT (How will progress be measured?)	People responsible

Appendix 2

Request for acceleration

The International School of Estonia is committed to providing education of high academic standards, which will promote the maximum intellectual, social-emotional and physical development of each child who has been identified as gifted.

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. The acceleration opportunities should include, but are not limited to: moving at a faster pace in a subject area and advanced grade placement.

Name of student: _____

Current Grade: _____ Homeroom

teacher: _____

Parent/Guardians:

Describe what type of acceleration is being requested:

Referring individual:

Date:

Signature:

