



International School
Groningen

Inclusion policy

MYP & DP

November 2025

“At the ISG, everyone is welcome, every question matters, and every voice is heard.”

ISG school values 2025

ISG Inclusion Policy

Reviewed & rewritten: November 2025

1. Philosophy of Inclusion

At the International School Groningen (ISG), inclusion is a shared responsibility rooted in our core values (2025):

Inviting : everyone feels welcome, respected and recognised.

Inquisitive : we view diversity in our learning styles as a catalyst for curiosity and growth.

Sincere : we communicate openly, honestly and with the intention to support every learner.

We believe that all students have the right to access high-quality international education, to feel safe and valued, and to participate fully in the school's social and academic life. Differences in how we learn are understood as part of human diversity, and reducing barriers to participation is central to our mission.

Our approach is aligned with the **IB Mission**, the **IB Access and Inclusion Policy**, and the **IB's Standards & Practices (2020)**. ISG is committed to creating an environment where all learners can thrive academically, socially and emotionally through equitable access, personalised support, and strong partnerships with families.

2. The Why: The purpose of this policy

This policy establishes a unified, school-wide framework for access, inclusion and learning support in the **MYP (Years 1–5)** and **DP (Years 1–2)**.

It aims to:

- articulate the principles that guide inclusive practice
- describe roles and responsibilities
- outline school-based procedures and support pathways
- ensure sincere, transparent communication
- clarify support structures available to us alongside our partner school, the Maartenscollege. (for example, samenwerkingsverband Groningen)
- meet IB expectations for inclusive education and equitable assessment access

3. The How: Guiding Principles of this policy

ISG's inclusion framework is grounded in the following principles which are derived from our school's core values:

a. Belonging

Every student is a valued member of our community. Identity, culture and individuality are recognised and respected.

b. Access for All

We ensure that learning environments, teaching strategies and assessments allow students to engage with the curriculum at an appropriate level.

c. Diversity in Learning is a Strength

We value the range of cognitive, social, linguistic, emotional and physical differences that enrich our learning community.

d. Collaboration & Transparency

Support is built through a dedicated pastoral mentor programme, alongside sincere communication among students, parents, teachers, and, where necessary, external support professionals.

e. Student Agency

Students are active partners in setting goals, evaluating progress and advocating for their needs.

f. Evidence-Based Practice

Support decisions are grounded in observations, data, professional expertise and the IB Approaches to Teaching and Learning (ATL).

The What:

4. Definitions of terminology

The definitions ensure consistency and transparency of understanding with IB documentation and external support.

a. Inclusion

A commitment to reducing barriers so that all students can access learning, participate socially and feel a sense of belonging.

b. Learning Support Needs

Needs arising from a cognitive, emotional, social, physical, behavioural or environmental factor that impacts learning.

c. Individual Education Plan (IEP)

A personalised document outlining goals, strategies, responsibilities and accommodations. Students and parents contribute meaningfully to its creation and review.

d. Accommodations

Removing barriers in how learning or assessment is delivered without altering what is assessed and within the constraints of any external programme (e.g., extra time, separate room, assistive technology).

e. Multilingual Learners (EAL)

Students developing proficiency in English. EAL is considered **language inclusion**, not a special educational need.

5. Roles and Responsibilities

Inclusion is a whole-school responsibility.

a. Students

- Engage in learning and self-advocacy
- Participate in goal-setting and IEP reviews
- Communicate openly about their learning needs

b. Mentors

- First point of contact for wellbeing
- Coordinate communication among teachers, parents and support staff
- Monitor overall progress
- Raise concerns where additional support is required

c. Teachers

Teachers are expected to:

- Apply a range of teaching strategies to meet diverse learning needs
- Use ATL skill development in lessons
- Implement accommodations listed in IEPs
- Monitor progress and raise concerns through Managebac
- Maintain open, sincere communication with families

d. SEN Coordinator

- Oversees day-to-day implementation of the inclusion policy
- Maintains learning-support records
- Coordinates IEP processes and referrals
- Liaises with external agencies
- Provides professional development to teachers to help them support students
- Ensures alignment with IB expectations and assessment requirements

e. Learning Support Teacher

- Provides individual and small-group support both within and outside of regular lessons
- Works inside and outside the classroom to reduce barriers to learning
- Collaborates with teachers and SENCo

f. EAL coordinator

- Supports learners with a weaker level of English to support their language development
- Collaborates with classroom teachers
- Participates in monitoring students' academic language growth

g. Counsellor (MYP and DP)

- Supports social, emotional and behavioural development
- Contributes to risk and wellbeing planning
- Works with families and external agencies

h. Maartenscollege Support Network

In line with the support available at the Maartenscollege, the ISG has access to external specialists, including:

- behavioural experts
- orthopedagogue (external expert to support schools with students with learning difficulties and/or disabilities)
- school doctor
- school/council (gemeente) social worker(s)
- attendance officer(s)
- external support groups (eg: veelig kind, wij team, Samenwerksverband)

These roles extend our ability to respond to diverse needs within Dutch educational frameworks.

6. Inclusive Teaching Practices

Teachers commit to approaches that support diverse learners, including:

- differentiated strategies (adjusted tasks, scaffolding, varied grouping)
- explicit teaching and modelling of ATL skills
- structured, predictable routines
- clear assessment criteria and timely feedback
- attention to emotional safety and wellbeing
- language-sensitive teaching across subjects

7. Admissions & Transitions

The ISG welcomes students who can thrive within our learning environment. For specific information regarding admission to the ISG, please refer to our admissions policy.

a. Admissions Process

Admission includes:

- an intake meeting (MYP team leader or DP coordinator)
- review of previous educational records
- disclosure of any known support needs
- assessment of whether ISG has the appropriate resources to support the student

The ISG remains transparent about limitations, especially where specialised or intensive provision exceeds the school's capacity.

b. Transitions

When a student joins the ISG, the SENCo will review previous school documents to ensure the ISG can be prepared to provide the required learning provision.

When a student leaves the ISG, the SENCo provides a warm, clear transfer of support information to the next school with parental consent.

The ISG also provides a Transition Care team that works with students and families, including 'third culture kids', to create supportive environments by acknowledging their unique identities, providing emotional support during transitions, and building strong community connections.

Transition to DP after grade 10 (MYP5) is based on transparent, academic criteria outlined in the ISG Admissions Policy. This includes subject-specific performance, language readiness, ATL skill development, and the ability to manage the programme's academic demands.

It is important to note that the ISG remains committed to supporting all learners in meeting their individual potential. The school is not obliged to modify the academic standards, curriculum expectations, or external requirements of the IB Diploma Programme. Decisions regarding DP entry are based on academic evidence and not on the presence of a learning need, disability, or multilingual profile.

8. Support Pathways

ISG uses a tiered model of support.

a. Tier 1: Universal Support

- High-quality teaching
- Differentiation
- ATL skills
- Mentor monitoring
- EAL support within subjects
- Formative assessment cycles and assessment for learning.

b. Tier 2: Targeted Support

When concerns arise:

- Mentor coordinates monitoring
- SENCo, the learning support teacher or the EAL coordinator may become involved
- Short-term interventions occur inside or outside lessons
- Parents are informed in a timely and sincere manner.

c. Tier 3: Individualised Support

Where sustained support is needed:

- SENCo coordinates further assessment
- SENCo initiates collaboration with external agencies
- Formal IEP created and stored in the Teams environment.
- SENCo initiates regular review meetings with the student and parents
- SENCo ensures that adjustments and required accommodations are documented clearly and securely.
- DP accommodations requiring IB approval follow official IB procedures. These are always at the discretion of the DP coordinator.

9. Individual Education Plans (IEPs)

IEPs include:

- strengths and areas of concern
- learning goals
- planned strategies (actions)
- accommodations (as necessary)
- responsibilities of staff, student and/or parents
- review timeline (evaluation date)

IEPs are shared with all relevant staff and reviewed regularly.

10. Professional Development

ISG commits to ongoing professional learning through:

- training on inclusive practice
- workshops/staff meetings as necessary
- specific training for new staff
- collaboration with Maartenscollege development programmes
- coordinator-led updates connected to IB requirements

11. Communication with Parents

In line with the value **Sincere**, ISG ensures:

- transparent, respectful communication
- clarity about what support is possible
- shared expectations
- confidentiality and data protection
- active parental involvement in IEPs and major decisions

12. Monitoring, Evaluation & Review

The inclusion policy is:

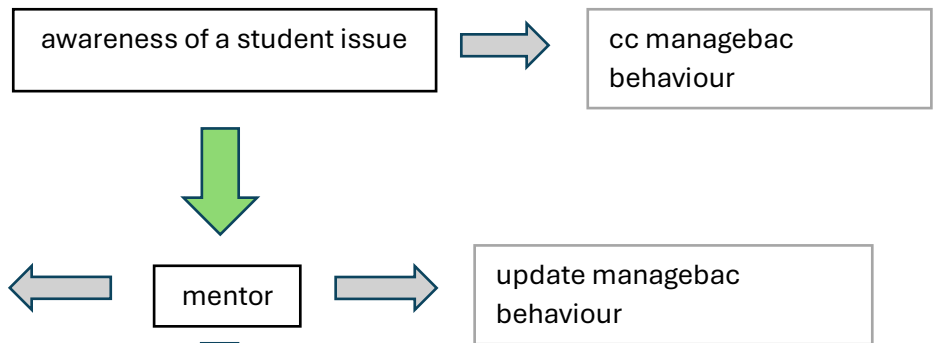
- reviewed every **three years**
- overseen by the SENCo and Head of School
- evaluated through feedback from staff, students and families
- aligned with the ISG School Development Plan, ISG admission policy, ISG assessment policy

Date of following review: November 2028

Stage 1 issue

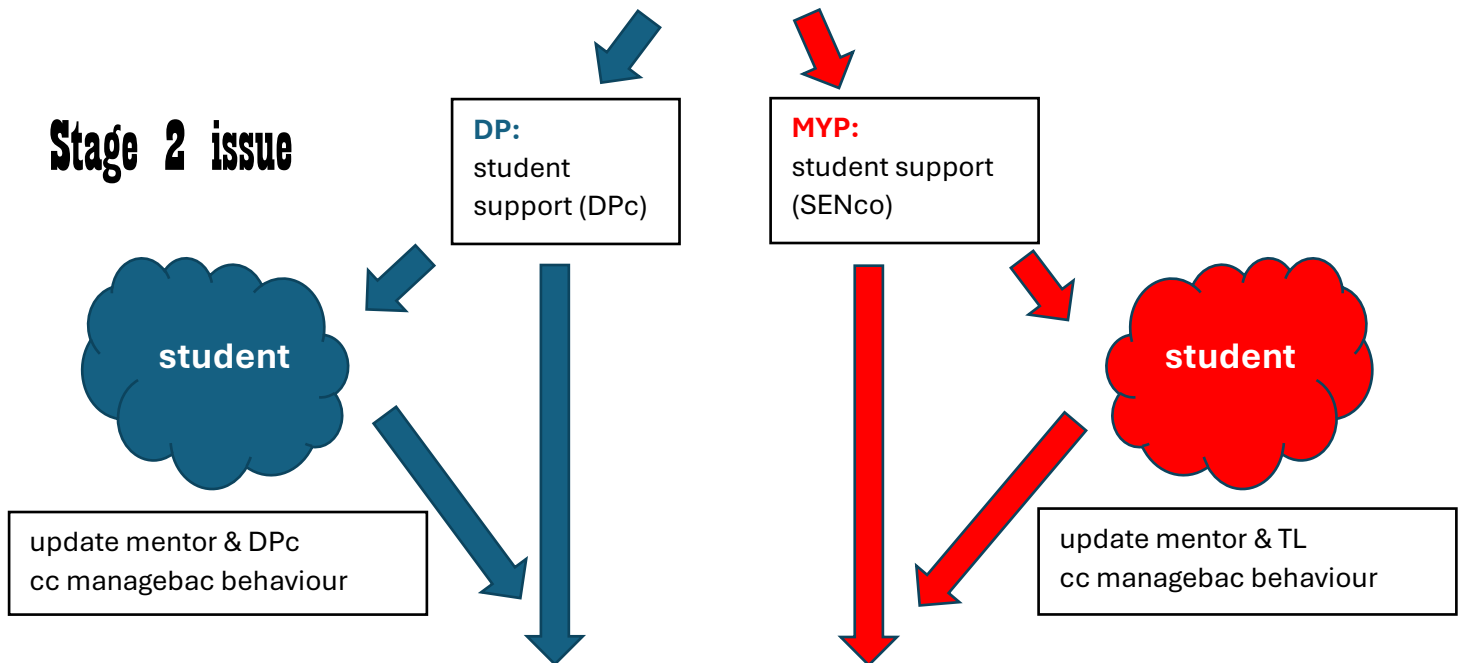
teacher →
DPc / TL →
(support) staff →

SEN Pathways



Stage 2 issue

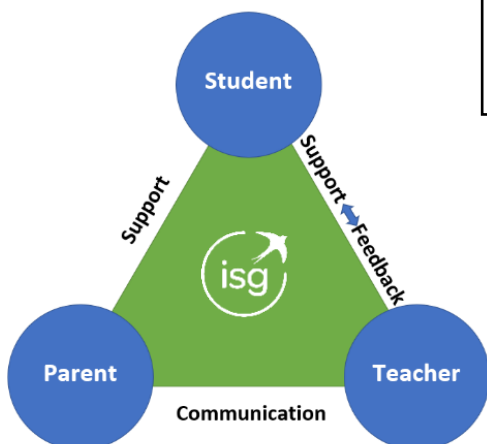
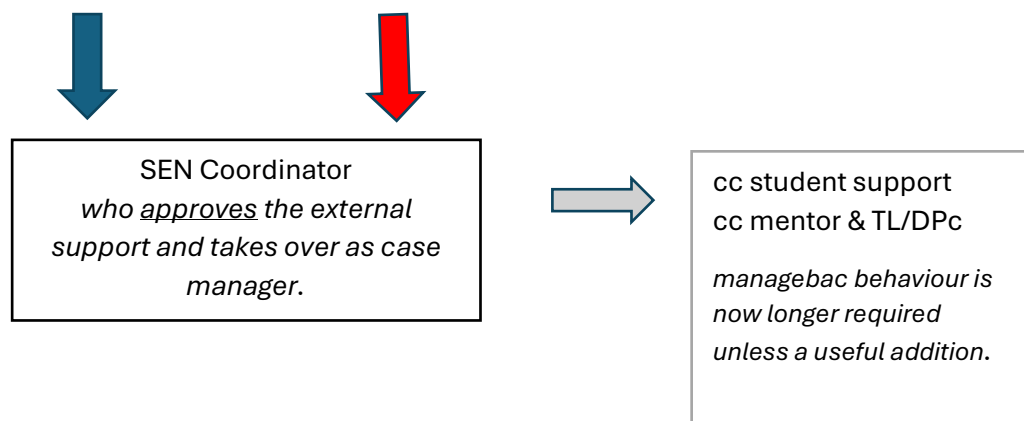
Further support required?



Further support required?

Learning support, councillor(s), external (swv),

Stage 3 issue



Action Plan for 2027/2028/2029:

To further support the role of the teacher in differentiation, the school will facilitate the introduction of Universal Design for Learning (UDL) across all year groups from January 2027

Following a pilot year and subsequent evaluation, the school aims to adopt it as a whole-school framework by the 2028/29 academic year.

Objectives

- Strengthen equitable access to learning for all students
- Modernise teaching practice in line with international standards
- Enhance support for multilingual, neurodiverse and diverse learners
- Continue alignment with IB Approaches to Teaching and Learning

Action Steps (2025 – 2028)**Jan 2027**

- Awareness sessions for staff
- Exploration of UDL tools and digital supports
- Review of existing teaching practices and identification of gaps

Jan – July 2027

- Formal staff training on UDL principles
- Development of UDL-aligned lesson templates
- Pilot teams in selected subjects (MYP & DP)

September 2027 – July 2028

- Whole-school pilot implementation of UDL-informed teaching practices
- Including integration of UDL into lesson design, assessment and planning
- Evaluation

September 2028

- Policy update to incorporate UDL as a core expectation
- Commitment to UDL