
Access and Inclusion Policy

ISB Mission Statement

*"We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help."*

- ISB Student

Purpose of this policy:

Provide a clear pathway and information on what inclusion is at ISB and criteria and processes to support students' progress and access to the curriculum.

Context of ISB and Scope of Policy:

ISB is located on three campuses in Kanton Baselland (BL). The school is close to Basel city centre, which is part of Kanton Basel Stadt (BS). Basel's unique location, next to France and Germany, means that every day thousands of people, including some ISB staff and students, cross the borders to work and study. Key companies, particularly those in the pharmaceutical industry, are located in Basel and employ staff from different parts of the world. This adds many cultures to the existing local population and it is common in the streets of Basel to hear Swiss German, German, French, English and other languages spoken. The official language in Baselland and Basel Stadt is German and this is used for all written documentation and communication. The local spoken language/dialect is Swiss German.

ISB students and staff have diverse language profiles and backgrounds. More than 60 nationalities are represented, including Swiss nationals, and the most common languages spoken, other than English, are German, French, Portuguese and Spanish. The cultural and linguistic diversity of our students and faculty is an integral part of the school's identity and ethos. (From ISB Language Policy)

ISB offers a continuum of support for students with mild, moderate, and intensive learning needs. This policy applies to all the services under the *Student Support Services*: Learning Support (LS), Intensive Needs Program (INP) and English as an Additional Language (EAL).

ISB Philosophy About Access and Inclusion:

ISB lives its [Mission Statement](#) by welcoming students with a range of diverse learning profiles. We believe that inclusion is the careful and intentional union of shared understanding and beliefs, expert skills, and resources and that our students can and want to learn to their highest individual potential. All students from our community deserve equitable access to the curriculum ([Learning@ISB](#)). Embracing each student's differences and unique abilities adds to the rich diversity of our school community and establishes a culture of mutual benefit, where students learn from and care for one another.

Programmes That Support Access and Inclusion at ISB:

ISB provides an inclusive educational environment that is physically safe and psychologically secure for all. As a general rule, ISB does not enrol students with significant behavioural needs that may impact other students' access to the curriculum.

Our Student Support Services team is dedicated to upholding our inclusive values. The team supports individuals acquiring English as an Additional Language (EAL) as well as individuals with a variety of individual learning needs through our Learning Support and Intensive Needs Programs.

As per IB requirements: "The school identifies and provides appropriate learning support" (0202-02)

Learning Support

ISB supports students with mild to moderate learning needs within the Learning Support Programme with no additional fees.

ISB identifies if support is needed for new students through our admission process. Please refer to the Admissions Policy and entrance criteria on our [website](#))

Once admitted, all students are supported through a multi-tiered system of support.

- All students receive high quality teaching and learning in alignment with Learning @ISB
- Some students require additional support within the general education setting. These supports are targeted and may include support from members of a wider team (Student Support Services, school counsellors, Head of Grades etc).
- A small number of students may require targeted and intensive support which may be directly provided by Student Support Services and/or school counsellors. Entrance into Learning Support may be determined at this time.

Once a student is in the LS Programme the following apply:

- ISB may require students to complete a range of educational assessments, as determined by the school team. These assessments are required for all students receiving support through an Individual Learning Plan (ILP) or an Accommodation Plan (AP) within the first two years of initial services.
 - ISB requires updated formal evaluations every three years to ensure all services and supports are in the best interest of the child and address their individual learning needs.
 - Initial evaluations conducted in Grade 11 are required to be administered by ISB's School Psychologist.
 - The School expects all parents to work with the school in cases such as those above. Parents/Guardians are responsible for these additional costs, as required.
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Students enrolled in this program receive instructional, environmental and/or examination accommodations as well as targeted support through one or a combination of the following service delivery models:

	Junior School	Middle School	Senior School
Individual Learning Plan	<ul style="list-style-type: none"> • Small group pull-out support provided by a Learning Support Teacher or Student Support Services Teaching Assistant • In-class support provided by a Learning Support Teacher or Student Support Services Teaching Assistant • Literacy intervention five times per week in place of German. 	<ul style="list-style-type: none"> • Learning Support classes twice a week in place of French/Spanish for targeted support • Literacy intervention three times per week in place of German. • In-class support provided by a Learning Support Teacher or Student Support Services Teaching Assistant • Co-teaching with a content area teacher and a Learning Support Teacher 	<ul style="list-style-type: none"> • Learning Support twice a week in place of 1 option courses for targeted support • Learning Support four times a week in place of 2 options courses for targeted support • In-class support provided by a Learning Support Teacher or Student Support Services Teaching Assistant • Co-teaching with a content area teacher and a Learning Support Teacher within MYP classes
Accommodation Plan	All students receive Instructional, environmental and/or examination accommodations.	All students receive Instructional, environmental and/or examination accommodations.	All students receive Instructional, environmental and/or examination accommodations.

Intensive Needs Programme (INP)

For students who require more intensive support and have been diagnosed with an intellectual/cognitive disability, our Intensive Needs Programme offers an individualized plan adapted to each student's instructional level. Students with intensive learning needs might require additional support to access the full school curriculum.

Entrance to this programme is determined during the Admission's process (please refer to the Admissions Policy and entrance criteria on our [website](#)). Additional annual tuition applies to this program (Please refer to [fees](#) on the ISB website). If the required support includes a 1:1 teacher assistant and/or therapies such as Occupational Therapy and Speech and Language Therapy additional fees also apply.

Students:

- are integrated into appropriate content classes with support for an INP Teacher and/or teaching assistant
- receive direct instruction from the INP teacher in functional academics and life skills

English Language Acquisition (EAL)

ISB identifies if EAL support is needed for new students through our admission process. Please refer to the admissions policy for entrance requirements (link to Admissions Policy).

In order to provide the highest level of support to students acquiring English as an Additional Language Support, ISB limits the number of students enrolled in our EAL program in each Grade. Students in need of EAL support are admitted to the EAL program at the discretion of the School and receive EAL support for as long as deemed appropriate by the school. There are no additional fees payable for EAL support.

As part of the admissions process, students are tested to determine the level of support required.

Once admitted, students receive EAL support through one of the following tiers based on the division the student is enrolled:

	Junior School	Middle School	Senior School
Tier 1	Additional language instruction is provided through in-class support during literacy and Unit of Inquiry (UOI). This support is flexible according to individual student needs.	Students attend an additional English for Academic Purposes (EAP) class instead of French/Spanish	Students attend an additional English for Academic Purposes (EAP) class instead of one of the Options courses
Tier 2	Additional language instruction is provided in small group settings and/or through in-class support during literacy, mathematics and Unit of Inquiry (UOI). This support is flexible according to individual student needs.	Students attend an additional English for Academic Purposes (EAP) class instead of French/Spanish Students are assigned to an English Support class for English Language & Literature. This class is Co-Taught by an English teacher and an EAL teacher	Students attend an additional English for Academic Purposes (EAP) class instead of one of the Options courses Students are assigned to an English Support class where they follow a modified English Language & Literature course. This class is taught by one of our EAL teachers
Tier 3	Students attend intensive EAL support instead of German Additional language instruction is provided in small group settings and/or through in-class support during literacy, mathematics and Unit of Inquiry (UOI). This support is flexible according to individual student needs	Students attend intensive EAL support instead of German Students attend an additional English for Academic Purposes (EAP) class instead of French/Spanish Students are assigned to an English Support class for English Language & Literature. This class is Co-Taught by an English teacher and an EAL teacher	There is no Tier 3 support offered at the Senior School

All students within the EAL programme are assessed using the WIDA Model, in winter and spring, to determine appropriate ongoing support or whether they need to exit the programme.

Resources

ISB Staffing

Our Student Support Services team includes qualified and experienced professionals with expertise in each of the service areas provided by ISB. This includes but is not limited to: Learning Support, English Language Acquisition, Speech and Language Pathologists and School Psychologist. All staff have access to, and undertake, regular professional development in their relevant fields.

Community resources

ISB collaborates with external organizations throughout the Basel region to enhance and inform the support services provided to students and their families, when and as needed.

Roles and Responsibilities

Head of Admissions: responsible for the information given to prospective families to ensure they make an informed decision and comply with admissions' requirements, before joining our school.

Head Students Support Services: Oversees school wide Student Support Services and liaisons with external agencies. Determines placement within the program during the admissions process and collaboratively identifies currently enrolled students with additional learning needs with divisional Student Success Teams (SST).

Divisional Principals: review admissions documentation to determine final decision on acceptance of new students. Share responsibility for the ongoing support of students under these services with the Head of Students Support Services.

EAL Coordinators: review all files for students identified by admissions as potentially requiring EAL support to determine program placement.

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