

B.I.S.

Inclusion Policy

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In collaboration with SLT



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1. Introduction

At BIS, we endeavour to ensure that every member of our community is given the opportunity to succeed and to achieve their full potential. However, we also accept that there are some cases that we do not have the facilities or the training to support every learning need.

We understand that there are many factors that can have a negative impact on a child's performance and development. These can be based on differences in the ways that students learn, their natural intelligences, their social or behavioural needs or their recent, or past, experiences. We believe that by working closely with our students, and understanding the personal obstacles that might be impeding their learning, we can provide the necessary support to ensure they have the greatest opportunity to fulfil their potential.

2. Legal Requirements

Bogaerts International School adheres to all local laws in Belgium and the recommendations outlined by the European Commission (EECEA, 2021) and the UN Convention on the Rights of the Child (UN, 1989) and we adhere to and follow all IB guidelines.

The school adheres to all local Belgian laws that are applicable for our school. All children are required to attend school between the ages of 5-18 under Belgian law. In cases where the school believes that a child may be at risk or has some information suggesting a child may be at risk, the school will work with local agencies and law enforcement to ensure the child's needs are being met.

In cases where a potential risk to a child has been identified, all members of staff are trained to report these to the Child Protection Officer. The school employs an electronic form system to record incidents to promote ease of use and quick recording. In cases where the incident is deemed serious, staff are recommended to speak to the CPO in addition to completing the form.

The CPO is responsible for investigating and for sharing their findings with the school leadership team. At this point, the Head of School assesses the situation and decides, when necessary, to enlist the support of local authorities and law enforcement.



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3. Vision of Inclusion

At BIS, we know the importance of an inclusive learning environment. Therefore, we take every step to ensure that our students' wellbeing is supported at every level of the school.

Aims

- To empower students to achieve their full potential
- To provide our students with the tools and the accommodations needed to give all students equitable opportunity
- To outline the educational support networks that we have available at school, and provide links to wider community support services
- To outline the pastoral support networks that we have available at school, and provide links to wider community support services

Purpose

This policy is intended to outline the ways in which the school endeavours to support students to achieve their full potential. Our intention is to look at the 'whole' child and to take the necessary steps to support the child as an individual. The support is divided into two distinct - yet often interconnected - categories, namely: academic & social-behavioural support. This policy aims to outline how this support is structured and offered to our students. This policy works in conjunction with The Learning & Teaching Policy, The Child Protection and Safeguarding Policy, The BIS Promoting Prosocial Behaviours Policy & the BIS Admissions Policy.

Definitions

- Learning difficulties: This is an umbrella term used to describe any impediment to a student's learning.

Educational & Learning Support Definitions:

- Learning differences: 'The term 'learning differences' refers to the diverse ways all students learn and the rates at which they learn. Learning differences take into account individual learning motivators; learner aspirations, interests, experience and cultural background; and individual students' strengths and needs' (NCCD, 2022)
- Learning challenges: The term learning challenge usually highlights general and long-lasting learning difficulties, often linked to the field of special education (Oxford Bibliography, 2022)

Emotional, Social and Behavioural Support Definitions:

- Emotional support: the verbal and nonverbal processes by which one communicates care and concern for another, offering reassurance, empathy, comfort, and acceptance (American Psychological Association, 2022)

4. School Community Rights & Responsibilities

At BIS we believe the rights and the responsibilities of all of our members are of paramount importance. The school adheres to all the guidance outlined by the IB and the UN Convention on the Rights of the Child (UN, 1989).

We have integrated the IB Learner Profile Traits across the school campus and through learning. We have also adopted the traits of Caring, Reflective and Principled as the school mantra, advising students to Be Caring, Be Responsible and Be Principled.

Throughout the learning process, students are encouraged to think about their rights and responsibilities in school and society more generally. This is especially the case in regards to the school's advisory system that runs across all sections of the school.

In the school procedures, students are encouraged to speak with the Dean of Students if they feel that their rights in a classroom have been impugned in any way.

5. Working with other Agencies

At BIS we are acutely aware that when a student is experiencing issues with academic or well-being concerns, it requires a whole-community approach. Though we have a comprehensive support system in place, we understand that we may not always have the tools and experiences to help in every single case. We have therefore developed a comprehensive network of specialists and organisations that we work with to help us provide the best external support opportunities to our school community. The agency listed here is the principle one that we liaise with but it is by no means an exhaustive list:

Community Health Centre Belgium

This organisation offers numerous support services, including referrals to specialists and a 24/7 free helpline that adolescents and adults can contact for support. The organisation also works in English, Flemish & French and is therefore ideally suited to support our community's needs.

6. Inclusion policy review cycle

This assessment policy will be set for review once every two school years. However, any procedural information pertaining to legal requirements and working with external agencies may be reviewed on a yearly basis. Review will occur first with selected SLT members and then continue into collaborative sessions with all staff as needed.

