


ISR INTERNATIONAL SCHOOL
ON THE RHINE

ISR IB DP - INCLUSION POLICY

ACADEMIC YEAR
2025/2026

ISR IB DP – Inclusion Policy			
Applicable to	Secondary Schools, Grades 11 and 12		
Teams / Individuals	ISR Faculty, Parents, and Students		
Publishing Channel	Website (click here) and through ISR internal email, ISR Student-Parent Handbook, ISR Staff Handbook		
Updated By	Latest Publish Date	Monitoring Cycle	
Mary Boyd Wayne May	July 2025	1 x Year	
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Related policies and procedures

This policy statement should be read alongside our organizational policies and procedures, including:

- ISR Child Safeguarding Policy
- ISR Anti-Bullying Policy
- ISR Code of Conduct
- ISR Attendance Policy
- ISR High School Diploma Requirements

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Introduction

According to the International Baccalaureate Organization (2016), “Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access refers to providing equitable educational opportunities in learning, teaching, evaluation/ assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings.”

ISR is following an inclusive classroom model which provides a student-centered curriculum that differentiates based on student needs. Class expectations and routines are established by classroom teachers and known by students, thus creating a safe learning environment. If additional support for differentiation is needed, teachers and students will work with ISR’s Wellbeing Department to develop additional strategies for learning.

The level of additional support may vary depending on the needs of the student but must meet the IBDP standards.

ISR and its Wellbeing Department will

- Identify and provide appropriate learning support according to the needs of the students
- Promote a sense of belonging, safety and self-worth for every student at school
- provide counselling and guidance to help students succeed in the appropriate IB programme(s) and plan for their future career
- Ensure that all school facilities are accessible to all members of the community.
- Promote collaboration among all staff and students
- Involve Senior Leadership Team in developing effective strategies to increase access and participation in the ISR community.

There main services provided to students:

- Counseling Services,
- Learning Support services,
- English Language Learning support services

Services Provided to Students

At ISR, all students are included in the counseling services, in which we address Career, Academic, Socio-Emotional/ personal matters with a team of experts and certified counsellors. Three key specialist departments are involved

- Academic Coordinators
- Wellbeing and Counselling Department
- University and Career Counselling Department

ISR Guidance curriculum and activities

Guidance curriculum and approach is based on guidance content that all students should learn in a systematic and sequential way.

- Student Individual Sessions
 - Academic
 - ISR Diploma pathways
 - IB DP Curriculum
 - Course selection
 - Career
 - Aptitude testing
 - Career planning
 - University fair
 - Reference Letters
 - Emotion
 - Counselling sessions
 - Stress management
 - New Student Ambassador Programme

- Classes/Workshops
 - Academic / Career
 - University & Career Counselling weekly Classes G11 and G12
 - University Preparations
 - Application Material
 - Reference Letters
 - Path to University Presentation Series
 - ISR University Fair
 - Speaker Series – My Career
 - Student/Small Group - Academic Interventions
 - Emotion
 - Life Skills Series
 - Alumni Q&A Workshops
 - Parent Workshops on Parenting during Academic Stress

Individual Support

The purpose of the individual support component is to work with students whose personal circumstances, concerns, or problems are threatening to interfere with or are interfering with their healthy personal, social, career and educational development.

Referral Process

- Start of the process
 - Students request for help
 - Parents request for help
 - Teachers request for help
 - Administrators request for help
- Wellbeing Department / Counsellor
 - Counsellors follow up
 - Counsellors document as necessary
 - Counsellors terminate when needs are settled

Confidentiality

All discussions with the counsellors are confidential. Counsellors will break the confidentiality in circumstances of:

- Self-Harm
- Harm to others
- Emergencies which may involve the Police, medical doctors, and any legislative related issues

Wellbeing Department will liaise with external/internal experts as required and/or mandated

- Safeguarding
 - Child protection towards child abuses
 - Upholding the ISR Safeguarding policy
 - Interface to authorities as required
- Advise on and Referrals to external experts, such as
 - Medical and Psychological Specialists
 - Clinical Psychologists
 - Educational Psychologists
 - Therapists
 - Psychiatrists
 - Doctor
 - Nurse
 - Other Specialists
 - Speech-Language Pathologists
 - Occupational Therapists
 - Physical Therapists
 - Physicians
 - Social Workers
 - Internal staff
 - Counsellors
 - Specialist Teachers, such as EAL Teachers

Interventions Provided for Students

The goal of ISR is to provide access to the curriculum/Diploma Pathways within the least restrictive environment. In most cases, the mainstream classroom facilitates instruction, and the individual interventions work collaboratively following an inclusive approach. Teachers and the Wellbeing Department assess the needs of students and provide any special services or materials that may be required for differentiation.

Applications for inclusive assessment arrangements

Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. All requests for inclusive assessment arrangements must provide relevant psychological / medical reports as a supporting document and will have to meet the IB DP standard.

- Wellbeing Department will counsel students and guardians on the IB DP standards (types of accommodations, documentation requirements, etc.)
- All requests for inclusive assessment arrangements with sufficient medical documentation will be reported to IB DP coordinator and be submitted to the IBO
- All requests for inclusive assessment arrangements must be submitted at the beginning of the G12 school year, to receive accommodation towards the IB DP examinations
- Frequently used Interventions and Accommodations
 - Access to modified papers (enlarged print, Colored Paper, etc.)
 - Alternative Testing Environment (Seating Arrangement, separate room)
 - Access to additional time
 - 10% Additional time
 - 25% Additional time
 - 50% Additional time
 - Alternative Testing Environment (Seating Arrangement, separate room)
 - Access to writing (Use of Word Processor, etc.)

- Access to reading (Use of reader, etc.)
- Access to hearing (Use of Hearing Aids)
- The accommodations are subject to change subject to guidance from the IBO in their IB DP Examination policies

Confidential Complaint Process

ISR is committed to providing a positive and supportive environment for all constituents (students, Parents/guardians, staff, etc.). To ensure that any concerns or com-plaints are addressed promptly and fairly, we have established the following process to raise any concerns.

3.1. Stage 1: Informal Resolution

Any concern should be first discussed informally with the teacher/staff member/Academic Coordinator involved. Often, concerns can be resolved quickly and effectively through direct communication.

All concerns which are not resolved within two weeks should be escalated to Stage 2: Wellbeing Department. Resolved issues are not automatically documented unless one party wishes the documentation in the student file.

3.1. Stage 2: (Confidential) Escalation to Wellbeing Department

A complaint can be raised to the Wellbeing Department under the following E-Mail IB-Complaint@isr-school.de (this E-Mail will always be forwarded to the Director of the Wellbeing Department or in his/her absence to the designated counselor.

This complaint is treated confidential. The complaint should detail all necessary information for the Wellbeing Department to respond. If resolution requires involving staff beyond the Wellbeing Department, the issuer must give consent for the pro-posed involvement of other parties and suggested resolution proposal.

The Wellbeing Department shall not extend three weeks in addressing confidential complaints

All complaints and their resolutions (if applicable) have to be filed confidentially in the Wellbeing Department. The Wellbeing Department will issue an annual statistic of complaints and their reasons for the School Improvement Plan upholding confidentiality. If confidentiality cannot be guaranteed, then the Wellbeing Department is instructed to exclude the respective complaint(s) from the statistic.

3.3. Stage 3: Head of school or Owner

To further escalate an unsolved matter an appeal can be filed with the Head of School or the Owner of ISR.

- Relevant Contact Details are
 - Telephone for booking appointments: +49 2131 40388-0
 - Head of School: Eileen.lyons@isr-school.de
 - Owner: Peter.soliman@isr-school.de

The Head of School / Owner will respond to all written appeals within three weeks of issues.

All appeals and their resolutions (if applicable) will be forwarded to the Wellbeing Department for confidentially filing in the Wellbeing Department.

ISR International School on the Rhine (ISR) is committed to fostering an environment of academic integrity. Students are expected to complete their assignments honestly and uphold the highest standards of academic conduct. This policy outlines definitions, roles and responsibilities, details the expectations and measures taken for the completion of Homework, Assignments, Exams/Assessments, and outlines consequences of late submission, no submission, plagiarism, and cheating.

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ACCREDITATIONS/MEMBERSHIPS:

STATE OF NORTH RHINE-WESTPHALIA

IBO- INTERNATIONAL BACCALAUREATE ORGANIZATION

COGNIA (UNIFIED ORGANIZATION OF THE THREE US-BASED
ACCREDITATION AGENCIES NCA CASI, NWAC AND SACS CASI)

ECIS-EDUCATIONAL COLLABORATIVE FOR INTERNATIONAL SCHOOLS

CIS-COUNCIL OF INTERNATIONAL SCHOOLS (MEMBER)

CAMBRIDGE EXAMINATION CENTRE

