

# Inclusion Policy

*Last reviewed December 2024*

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*“UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.” (UWC Mission Statement, 2006)*

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## Inclusive education: Our vision

UWC Robert Bosch College brings together a deliberately diverse community of students from across a range of nationalities, socioeconomic circumstances, and educational backgrounds. We aim to enable every RBC student to participate as fully as possible in school life and to achieve success within the context of the IB Diploma Programme.

## Guiding principles

At RBC, we recognise that our students engage and integrate through different languages, with different perspectives on living and learning together and with different attitudes towards what special educational needs (SEN) might even mean and constitute. The basic premise informing our approach is that students learn in different ways, have different psychological and emotional needs and, in some cases, significantly different physical needs.

To support all learners, RBC...

- treats students as knowledgeable agents in their own learning experience, seeking to collaborate with students through open and trusting communication;
- acknowledges that there are barriers to learning and these should be addressed in the least restrictive way possible;
- promotes open-mindedness and respect for differences;
- encourages teachers to differentiate to support their students' learning;
- reviews and develops systems for identifying and supporting students with learning needs;
- reviews and develops policies and procedures to support all students and staff;
- provides professional development related to SEN, ELL and social-emotional learning;
- allocates resources (including staffing) to support student and staff wellbeing; and
- allocates resources (including staffing) to provide additional support for English-language learners (ELL) and students with special educational needs (SEN).

Help is available for navigating the academic, extracurricular and residential college programme. To best support students, RBC seeks to maintain close collaboration and communication as and when needed among the relevant staff members (see below) and with each student, their parent(s)/guardian(s) and their National Committee.

In seeking to provide an inclusive education for all our students, RBC stays current with the relevant IB policies, procedures and publications, including but not limited to the *Access and inclusion policy*; the *Adverse circumstances policy*; *The IB guide to inclusive education: a resource for whole school development*; and *Learning diversity and inclusion in IB programmes*.

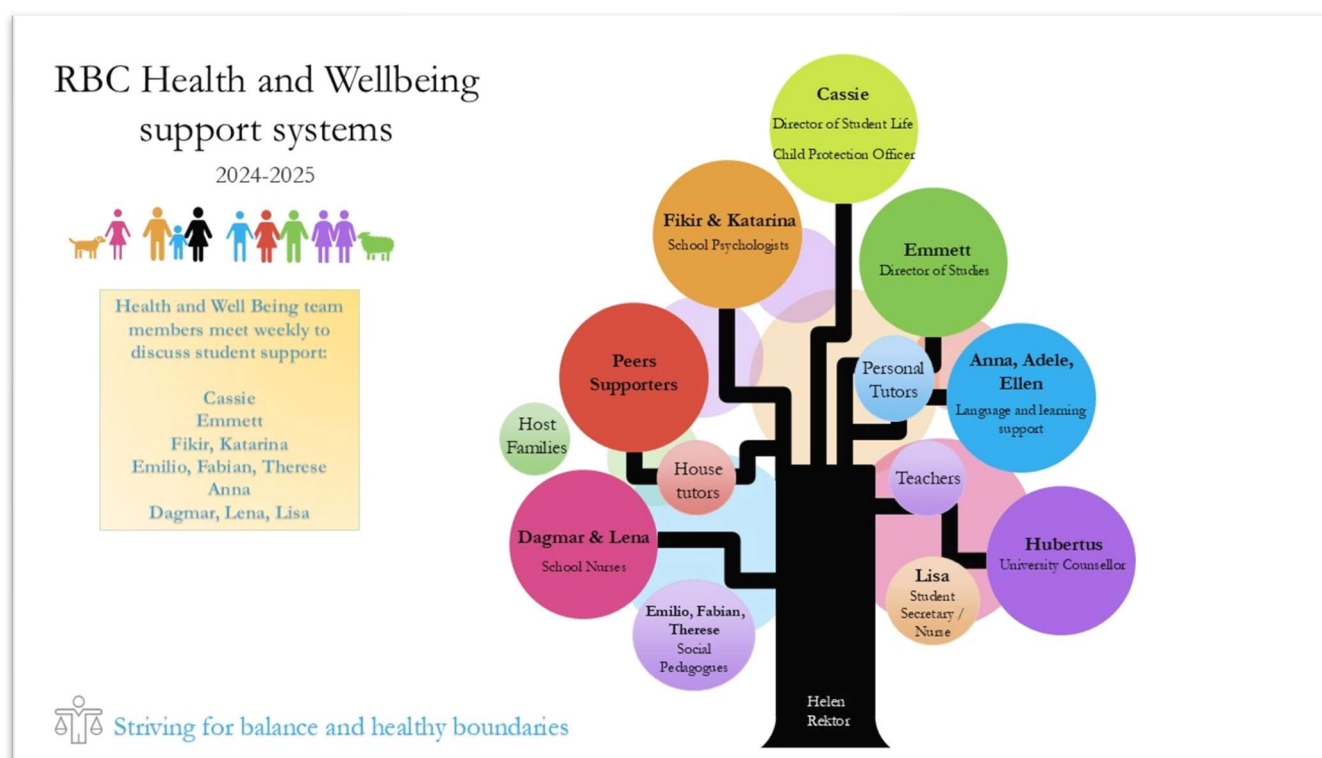
## Legal context

The term “special needs” comprises a wide variety of different physical, mental or developmental conditions that require special teaching and learning approaches in an educational environment. Recently, international, national, regional and local legislation and policies have increasingly sought to apply the principle of equal rights and equal opportunities to those with special needs.

The UN “Convention on the Rights of Persons with Disabilities” (CRPD) must be regarded a milestone for inclusive education. It outlines the rights of people with disabilities and also contains measures that governments should take. In Germany, the Convention came into effect on 26 March 2009. Subsequently, the German federal government and the state (*Länder*) governments have aligned public-sector educational regulations and provisions with the CRPD. Measures include to prevent discrimination against persons with disabilities and take appropriate legislative, administrative and other steps to achieve the objectives of the Convention. In Baden-Württemberg, where RBC is located, legislation was amended in 2015 to provide for the inclusion and support of students with disabilities into mainstream schools. Schools have the responsibility to evaluate students’ learning needs, and where appropriate, to offer accommodations (*Nachteilsausgleich*) intended to allow students an equitable opportunity to learn and to demonstrate their learning on assessments. RBC’s policies and practices regarding educational inclusion adhere to all applicable laws and regulations.

## Support systems and roles

RBC takes a community-wide approach to supporting students, recognising that health and wellbeing are the foundation of an inclusive education. The following graphic (updated each year) provides an overview of our support systems and is displayed in the main school building and in each student house, but students are encouraged to seek support by reaching out to anyone they feel comfortable with, whether a peer or a staff member.



The **Director of Student Life** (DOSL) is a member of the school's management team and is responsible for leading the school's overall approach to pastoral care. The DOSL also serves as the school's Designated Safeguarding Lead (DSL), with primary responsibility for promoting and protecting the safety and wellbeing of the students in our care.

Each student is allocated a **Personal Tutor** (PT), a staff member who oversees and guides the student's academic, social and personal adjustment and progress. The timetable includes a designated slot for a weekly tutorial meeting.

Each student lives in a student house, where a **House Tutor** (HT) is responsible for the orderly and safe running of the house. The HT supports good relations with and among the students in their care.

Our **Social Pedagogues** (totalling 200%) help to guide students' education and development in the areas of health and social-emotional learning. The social pedagogues also oversee the **Peer Support** programme, where sixteen students per year (two per student house) receive ongoing training to provide emotional support to other students.

We currently have two part-time **School Nurses** (totalling 100%) and two part-time **School Psychologists** (totalling 100%) who support students in their physiological and psychological health and wellbeing. As needed and as possible, the nurses and psychologists arrange for students have access to further care or treatment off campus. (Our CAS programme and our physical resources—such as a small gym with exercise equipment; a Room of Silence where students pray, meditate, reflect or simply slow down; music practice rooms; kitchens in the student houses; and the school grounds, school garden and nearby trails—also help to support students' wellbeing.)

The **Director of Studies** (DOS) is a member of the school's management team and is responsible for leading the school's academic programme. The DOS also serves as the school's DP coordinator.

The **Learning Support & SEN Coordinator** supports students in developing study skills and works to ensure that students' learning needs are understood and addressed. We also offer dedicated **ELL Support** for English-language learners.

Together, most of the roles named above comprise the **Health and Wellbeing Team**, which meets weekly to discuss and respond to student needs.

A more detailed list of selected roles and responsibilities can be found in Appendix A.

## Supporting students with Special Educational Needs (SEN)

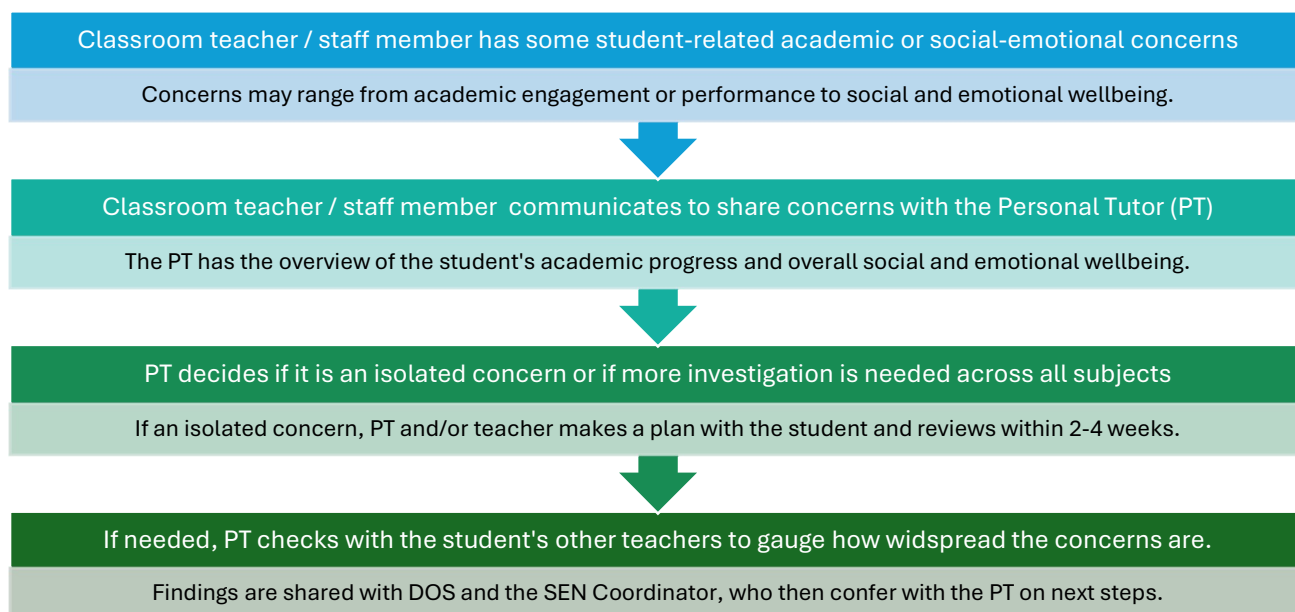
RBC strives to serve all our students to the best of our ability. Our responsibilities include the following:

- ✓ To identify students with learning difficulties or disabilities and to endeavour to meet their learning needs
- ✓ To enable students with learning difficulties or disabilities to participate in school activities to the greatest extent possible
- ✓ To ensure that students have decision making abilities and are actively involved in the development of their learning strategies and provision where possible
- ✓ To facilitate provisions to reduce barriers to learning
- ✓ To ensure to the best of our ability that all students make the best possible progress

- ✓ To explain and be transparent over communication with students, staff members, parent(s)/guardian(s), National Committees and the school
- ✓ To promote effective partnerships and involve outside support when appropriate and feasible
- ✓ Respecting the rights of the student and family to confidentiality
- ✓ Reviewing student progress to inform decisions
- ✓ Providing training for staff and faculty to implement and support learning differences and differentiated instruction successfully
- ✓ Internal collaboration and communication platforms between Learning Support, the Health and Wellbeing team, staff and administration.

When we learn during the admissions process that a student has special educational needs or that they will require additional support in their learning, the DOS and SEN Coordinator will seek to understand the student's needs and to evaluate the school's capacity to meet those needs. The goal throughout is to have honest and upfront communication with the student, their National Committee, and their parent(s)/guardian(s) to enable an informed decision about where and how the student's continued education can best be supported.

When a student arrives with no prior information for any additional academic learning needs, it still may be the case that learning differences can become apparent over time. When a classroom teacher or other staff member observes that a student may need additional support, the following pathway can lead to a referral to our learning support team.



A student may also approach the SEN Coordinator directly, or a School Nurse, Psychologist, PT or other member of staff may refer a student to the learning support team. Depending on the individual case, the learning support team can provide a variety of services, which may include help on specific assignments; guidance on study skills, organization, and time management; help in creating a revision plan; or evaluating whether a student has special educational needs.

The SEN Coordinator has the primary responsibility of understanding students' learning needs, beginning with an initial consultation session. The SEN Coordinator may also check with other members of staff to better understand a student's experience and needs.

When a student has learning needs that require classroom accommodations, or when the SEN Coordinator and student agree that it would be helpful to share information about a student's learning needs with the teachers, the SEN Coordinator will work with the student and will write to the student's teachers, providing relevant information about how best to support their learning. This message will also include any accommodations, which teachers are then required to provide. Where needed, the SEN Coordinator will support the teachers to implement those accommodations.

If diagnostic testing is needed, the SEN Coordinator will discuss the case during a Health and Wellbeing Team meeting and will coordinate with a School Psychologist on next steps. Where possible, any diagnostic tests are arranged in the student's home context and in their strongest language. Where possible, any diagnostic tests are arranged so that the results will be received prior to the deadline for requesting Inclusive Access Arrangements (IAA) for the student's IB examinations.

After consultation with the SEN Coordinator, students with documented learning differences may be provided with some or all the following:

- ✓ Ongoing individual or group sessions with the SEN Coordinator, a member of the Learning Support team, or a member of the ELL support team
- ✓ In-class support with appropriate differentiation and/or ELL support strategies by the regular classroom teacher
- ✓ In-class support by a Learning Support staff member
- ✓ Specialised support from classroom teachers, Personal Tutors (PTs) or learning support staff for skill development and understanding curriculum requirements
- ✓ Access to School Psychologists or Social Pedagogues
- ✓ Further diagnostic testing
- ✓ Classroom accommodations which support the student's learning
- ✓ Modification to the instructional programme
- ✓ Assessment accommodations which support the student's ability to demonstrate their learning

The SEN Coordinator and DOS will remain familiar with all relevant IB policies, guidelines, and documentation. If the SEN Coordinator anticipates that assessment accommodations will also be appropriate for formal IB assessments, and if all medical or psychological documentation is received in good time, the SEN Coordinator and DOS will follow all IB policies and procedures to request approval for those accommodations. In keeping with IB policies, some accommodations (e.g. taking an exam in a separate room or having short rest breaks) may be granted without requiring permission from the IB.

## Acknowledgement of constraints

RBC is a fully residential school which offers in-person instruction for IB Diploma courses and expects students to attend and actively engage in the academic, extracurricular and residential programme.

While we endeavour to meet the needs of all our students, we must also acknowledge the limitations of our capacities, particularly when a student's presence at RBC presents a danger to themselves or to others. Simply put, our desire to provide an inclusive education, and a student's desire to attend RBC

(or their family's desire for them to attend RBC), cannot outweigh our concern for students' safety and wellbeing.

The UWC admission process and criteria (see Admission Policy) are designed to ensure that students who study at RBC are "fit to thrive" here. As a part of the admission process, before RBC confirms an offer of enrolment, National Committees as well as students and their guardians are required to disclose any past or current medical conditions (including both physical or mental health) or learning difficulties which might affect the student's experience or their needs while at RBC. This requirement enables the DOS, SEN Coordinator, and/or DOSL (in consultation with the School Nurses, School Psychologists, or other members of staff) to consider the student's needs and to evaluate the school's capacity to provide a suitable environment with appropriate support so that the student is likely to thrive, remaining safe and healthy throughout their time at RBC, with a sufficient degree of independent living and learning capacity. As noted above, the goal throughout is to have honest and upfront communication with the student, their National Committee, and their parent(s)/guardian(s) to enable an informed decision about where and how the student can best be supported. Early communication also enables RBC to take steps so that appropriate support can be in place before students arrive. For all nominations, the final decision of admission rests with RBC, and then the decision of enrolment rests with the student and their parent(s)/guardian(s).

When new or increased difficulties arise during a student's course of study, we work with the student within our capacity to help them adapt, to provide support, and to help reduce barriers to participation and learning. If it transpires that accommodations need to be provided for needs that were known but not disclosed or flagged, the student where possible will be supported with the resources and interventions we have available. If a student's needs outweigh the resources of the college, then a discussion with the National Committee, parents/guardians and representatives of RBC will determine how and whether the particular needs can be accommodated.

## Policy details

This policy is to be published on the school website. The Director of Studies (DOS) has the primary responsibility to ensure its implementation. Under the guidance of the DOS and the SEN coordinator, and with input from key stakeholders, this policy should be reviewed and updated at least once every three years. The date of last review is noted on the first page.

## Appendix A

### Definitions and examples

**Inclusion:** “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (Learning diversity and inclusion in IB programmes, pg. 3, 2016)

**Differentiation:** “In the context of education, we define differentiation as a teacher's reacting responsively to a learner's needs. A teacher who is differentiating understands a student's needs to express humor, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage—and the teacher responds actively and positively to that need. Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. The goal of a differentiated classroom is maximum student growth and individual success.” (Tomlinson, C & Allen, S., 2000, *Leadership for Differentiating Schools & Classrooms*).

**Special Educational Needs (SEN):** “A child has special educational needs if they have a learning problem or disability that make it more difficult for them to learn than most children their age. They may have problems with schoolwork, communication or behaviour” ([nidirect.gov.uk](https://www.nidirect.gov.uk), 2024). This may include students with...

- Social, emotional and behavioural differences
- Certain medical conditions with accompanying physical disabilities
- Visual impairment
- Hearing loss
- Mental and emotional health needs
- Gifted, talented or exceptionally able
- Dyslexia
- Dyscalculia
- Autism
- Asperger's syndrome
- Attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD)

**ELL Support:** At RBC, we recognize that all our students are English-language learners (ELL). When it comes to ELL support, special attention is given to those students who are non-native speakers of English, particularly those for whom the English language is a significant barrier to their learning and engagement in the classroom and in the community.

**Academic Support:** This term at RBC encompasses a variety of options to help students manage their workload and explore creating more healthy attitudes and approaches to study and learning habits. Some options of academic support look more specifically at learning strategies such as improved note-taking skills, synthesising information and reflecting on academic smart goals. Collaboration between subject staff, students and the academic learning support staff can help bring down learning barriers for the student, help to destigmatize asking for help and help to apply appropriate methods of differentiation to support a student and their needs.



## Appendix B

### Role-Based Responsibilities

A successful learning support culture requires high levels of collaboration and communication between the subject teachers, Personal Tutors, the learning support team, the Health and Wellbeing Team, administration and the Director of Studies. Here is a list of the responsibilities aligned to each set of stakeholders.

#### **Administration**

- Collaborate with the learning support team on the admissions decisions of students who may need learning support
- Acquire and share with the appropriate teachers any student records from previous schools and any medical references of the students in need within the legal framework of confidentiality
- Provide information to parents about the school's procedure and policy for students with special educational needs
- Promote a school culture that celebrates diversity and embraces inclusion
- Provide appropriate staffing and resources to support the school's vision of inclusive education

#### **Director of Studies / DP Coordinator**

- Stay apprised of IB Assessment considerations and policies and guidelines related to inclusion
- Facilitate Student of Concern meetings, as well as the midterm and end-of-term staff meetings
- Act as a point of contact for PTs in supporting students of concern
- Attend Academic support team meetings
- Attend Health and Wellbeing team meetings
- Liaise regularly with the University/Careers Counsellor and the SEN Coordinator
- Use reporting sessions as a measure to check in and action any students of concern
- Communicate with NC and parents when necessary
- Ensure that teachers understand and follow the school's inclusion policy
- Provide for professional development opportunities related to SEN, ELL and inclusion
- As needed, apply to the IB for Inclusive Access Arrangements (IAA) or other accommodations
- Communicate the approved accommodations to students and to relevant staff members
- Ensure IAA are implemented for mock exams and final exams

#### **SEN Coordinator**

- Stay apprised of IB Assessment considerations and policies and guidelines related to inclusion
- Support individual students, including by evaluating their educational needs and developing and documenting appropriate support plans
- Communicate support plans to each student's teachers, PT, and the DOS
- Compile any documents needed for requests to the IB for Inclusive Access Arrangements
- Attend weekly Health and Wellbeing team meetings and any care team meetings as needed
- Liaise as needed with students, PTs, subject teachers, DOS, DOSL, School Psychologists, the Health and Wellbeing Team, or outside professionals as needed
- Stay apprised of educational assessments administered within RBC and ensure that appropriate testing and assessment is conducted for SEN and ELL students.



### **Learning Support and ELL staff, including SEN Coordinator**

- Develop and implement a study support programme that is accessible and meaningful for students with SEN and ELL
- Liaise and communicate well with Personal Tutors, staff, students, DOS and when appropriate the Health and Wellbeing Team
- Help to write and review policies and procedures related to inclusion and ELL
- As requested, offer guidance and support to teachers regarding their work with SEN/ELL students
- Facilitate professional development on SEN and ELL as and when needed
- Liaise with other UWC academic support team and SEN personnel for continued professional development and the sharing of best practice

### **Teachers**

- Implement differentiation strategies to support all students in their learning
- Provide for accommodations for SEN students, following guidance of the SEN Coordinator
- Monitor student engagement and performance (including skills covered under the Approaches to Learning) and follow appropriate channels to flag any concerns
- Assist with the identification of appropriate accommodations to support learning
- Work with the PT in a feedback cycle to monitor students' progress
- Comment upon the impact of any support in the reporting cycles to parents/guardians
- Attend any care team meeting as and when necessary to discuss the students' progress
- Attend student of concern meetings and any other review meetings to address the care and wellbeing of the students in both their academic and mental health needs.

### **Personal Tutors**

- Monitor tutees' progress in all areas and communicate with each tutee regarding both the concerns and praise of staff members in any matters of social or academic performance
- Create and review goals or support plans for tutees as and when necessary
- Share these plans with relevant teachers, learning support team and the Director of Studies
- Attend any care team meeting as and when necessary to discuss the students' progress
- Attend student of concern meetings and any other review meetings to address the care and wellbeing of the students in both their academic and mental health needs.
- Bring concerns to the attention of the appropriate personnel

### **Admission team**

- Inform National Committees and students/parents/guardians about the requirement to disclose any medical conditions or learning difficulties which may affect the student's needs at RBC
- Inform the DOS and DOSL of any nominated students whose medical background, educational background, or learning needs might lead to that student needing additional support at RBC
- Facilitate communication between RBC and the student/parent(s)/guardian(s) and their National Committee to enable honest discussion of a student's needs

- Together with the Rektor, and in consultation with the DOS and DOSL, reach a final decision about admission, and communicate this decision to the relevant National Committee and/or nominated student

### **National Committees**

- Use the UWC selection criteria to help nominate students who are likely to thrive at RBC
- Inform the RBC Admission team of any medical conditions, learning difficulties or other circumstances which may affect the student's needs at RBC (within the parameters of legal privacy protections)
- As needed, facilitate communication between RBC and the student/parent(s)/guardian(s) and collaborate with these stakeholders to clarify the student's needs and to help evaluate where and how the student can best be supported
- Understand the limitations of RBC's capacity to provide support, and recognise that in some cases the student's or other community members' health, safety and wellbeing are best supported by a decision not to enrol or not to continue at RBC

### **Parents/Guardians**

- During the application process, inform National Committees and the RBC Admission team of any medical conditions, learning difficulties or other circumstances which may affect the student's needs at RBC
- As needed, communicate proactively with RBC to clarify the student's needs and to help evaluate where and how the student can best be supported
- Understand the limitations of RBC's capacity to provide support, and recognise that in some cases the student's or other community members' health, safety and wellbeing are best supported by a decision not to enrol or not to continue at RBC

### **Students**

- During the application process, inform National Committees and the RBC Admission team of any medical conditions, learning difficulties or other circumstances which may affect their needs or progress at RBC
- As needed, communicate proactively with members of the RBC staff (e.g. PT, DOS, SEN Coordinator) to identify and clarify learning needs and to help evaluate where and how the student can best be supported
- Understand the limitations of RBC's capacity to provide support, and recognise that in some cases their own or other community members' health, safety and wellbeing are best supported by a decision not to enrol or not to continue at RBC
- Attend all lessons and commitments unless excused by a member of the school staff
- Be aware of their learning goals, and actively strive to improve based upon these goals
- Understand the accommodations and self-advocate for these when appropriate
- Reflect on their progress in meetings with their PTs and/or Learning support team