

INCLUSION POLICY

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Harfa International School Inclusion Policy

Primary Years Programme (PYP) & Middle Years Programme (MYP)

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Philosophy and Purpose of Inclusion at Harfa

At Harfa International School, we believe every student has the right to equitable access to quality education in a supportive environment that recognizes and meets individual learning needs. Inclusion is a whole-school commitment—integrated into curriculum, teaching, assessment, relationships, and leadership—that removes barriers and fosters engagement for all learners.

This policy is grounded in the IB definition of inclusion: *"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers."* (IBO, Learning diversity and inclusion in IB programmes, 2016)

Our vision is to implement inclusive IB programmes that empower all students to thrive academically, socially, and emotionally within a respectful and diverse learning community.

Alignment with IB Standards and Practices

This policy meets the requirements of the following IB Programme Standards and Practices:

- **Culture 2.1:** The school implements and regularly reviews an inclusion policy aligned with IB guidelines.
- **Culture 2.2:** The policy clearly identifies legal requirements and outlines structures/processes to ensure compliance.
- **Culture 2.3:** Rights and responsibilities of all community members are described, alongside a clear vision for inclusive IB programme implementation.

It also aligns with:

- IB Access and Inclusion Policy (2022)
 - Learning diversity and inclusion in IB programmes (2016)
 - Assessment Procedures (PYP, MYP)
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Legal Framework and Institutional Responsibilities

Harfa International School fully complies with Croatian national legislation governing the education of students with special educational needs (SEN) and disabilities.

School Responsibilities:

- Leadership ensures implementation, monitoring, and periodic review of this policy.
- All teaching staff hold appropriate pedagogical and psychological qualifications as mandated by Croatian law.
- Teachers differentiate instruction and personalize learning based on student needs.
- School structures ensure ongoing communication and collaboration among leadership, teachers, assistants, families, and external specialists.

Family and Student Responsibilities:

- Parents/guardians provide up-to-date, formal documentation from licensed professionals regarding learning needs.
 - Students are encouraged to actively communicate their needs and participate in developing their individualized learning strategies.
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Identification and Assessment of Learning Needs

Identification of additional support needs occurs through:

- **Parental Disclosure:** Submission of formal evaluations (e.g., psychological, speech therapy, medical) by licensed professionals, including standardized tests with standard scores (mean=100, SD=15).
- **Teacher Observation:** Teachers report persistent learning challenges, initiating dialogue with families and recommending external assessment if needed.

Though Harfa does not have a dedicated SEN team, cross-departmental collaboration effectively supports students. Personal assistants are employed as needed for one-on-one support.

Recognition of Diverse Health Conditions and Life Transitions

Harfa International School recognizes that a student's learning, development, and well-being can be significantly influenced by both long-term health situations and temporary external circumstances. Following the principle of holistic student support, we acknowledge that additional needs requiring a supportive care plan or temporary adjustments may include:

- **Long-Term and Specific Medical Conditions:** Situations requiring structured physical or environmental accommodations, such as asthma, severe allergies, developmental delays, and other chronic medical conditions.
- **Significant Life Transitions:** Major changes in a student's personal life that may temporarily impact their emotional, social, or cognitive well-being. This includes events such as moving to a new house, the birth of a sibling, the temporary or long-term absence of a parent, or other significant family transitions.

In such cases, the school will collaborate closely with families and relevant professionals to assess the impact on the student's learning environment and establish the necessary emotional, social, or logistical support.

Provision and Documentation of Inclusive Access Arrangements

Harfa provides tailored access arrangements maintaining IB curriculum integrity, including but not limited to:

- Individual Learning Plans (ILPs) collaboratively developed and regularly reviewed, based on professional recommendations.
- One-to-one assistants provide monthly written report for their students.
- Differentiated instruction and assessment formats (oral, visual, digital).
- Extended time on assignments and assessments, aligned with IB guidelines (e.g., 25% extra time for certain conditions).
- Alternative assessment settings (separate rooms, quiet spaces).
- Sensory or movement breaks, use of aids such as coloured overlays, magnifiers, assistive technology.
- Emotional and behavioural support promoting well-being and self-regulation.

All arrangements respect IB principles that no candidate should gain unfair advantage; assessment criteria remain unchanged, with adjustments facilitating access only.

Procedures for Managing Student Medical Conditions and Health Action Plans

To ensure the physical safety and well-being of students with specific medical conditions (such as severe allergies, anaphylaxis, asthma, or other chronic conditions), Harfa International School follows a structured transition and preparation protocol.

A. Procedures Prior to Enrolment

1. **Initial Disclosure:** During the admission process, the Administration must be informed by the family of any additional health or medical needs.
2. **Information Gathering:** The Administration will notify the Head of School and the School Psychologist, who will meet with the family during the school tour or

admission interview to gather comprehensive information regarding the child's medical requirements.

3. **Risk and Capacity Assessment:** The Head of School, in consultation with relevant educational staff and health professionals (if applicable), will assess whether the school can reasonably accommodate the student's medical needs within the limitations of the school's facilities and resources.
4. **Development of a Health Action Plan:** If the school can accommodate the student, a detailed **Health Action Plan** must be developed prior to the child's first day of school. This plan must be accompanied by a completed **Health Request Form** signed by the parents/guardians, the Head of School, and relevant coordinators.
5. **Staff Training and Resource Allocation:** Before the student commences classes, all educators and assistants in the student's classroom must be fully briefed on the goals of the student's Health Action Plan. Any necessary specialized training (e.g., EpiPen administration, asthma management) or equipment purchases must be completed **before** the student starts attending school.
6. **Unresolved Accommodations:** If immediate safe accommodation is not possible, the enrollment process may be temporarily placed on hold for a designated period while alternative solutions or specialized training are being arranged.

B. Procedures After Enrolment (For Newly Identified Conditions)

1. **Immediate Consultation:** If a medical condition or additional health need is identified after the student has already enrolled, the Head of School and classroom teachers will immediately meet with the family to gather all necessary documentation.
2. **Action Plan Implementation:** The school will design and implement a **Health Action Plan** as soon as possible.
3. **Interim Safety Measures:** While the formal plan and any required staff training or resource acquisitions are being finalized, the school will implement interim safety measures to safeguard the student's health in the classroom.

C. Documentation and Privacy

A copy of the student's Health Action Plan, along with current medical records, will be securely stored in the student's physical and digital files. This information will be shared strictly on a need-to-know basis with the educators directly responsible for the student's daily care and safety.

Inclusive Teaching and Learning Practices

Assessment Inclusion is implemented via Universal Design for Learning (UDL) principles:

- Multiple modes of engagement, representation, and expression are embedded in lesson planning.
- Varied assessments enable diverse student strengths to be demonstrated authentically.
- Formative assessments monitor progress to inform timely support adjustments.
- Student agency, self-reflection, and goal-setting are emphasized.
- Peer collaboration and support foster belonging and inclusivity.

Multicultural and Linguistic Inclusion Practices

Harfa International School recognizes the rich diversity of our community and believes that true inclusion extends to the cultural and linguistic backgrounds of our students and their families. To foster a deeply respectful, culturally competent, and welcoming environment, our educators and staff commit to the following daily practices:

- **Cultural and Linguistic Awareness:** We value and explore the diverse cultural backgrounds of our students. We encourage families to share their heritage, food, art, music, and language with the school community to enrich our program and foster intercultural understanding.
- **Respect for Personal Identity:** Educators make every conscious effort to learn and correctly pronounce the names of all students, parents, and family members.

- **First Language Valuing:** We respect and value each student's first language, promoting its inclusion in the classroom environment and curriculum where appropriate, while supporting their development in English and Croatian.
- **Consultation and Family Collaboration:** We consult with families regarding the cultural and personal care of their children to ensure school practices align respectfully with their family values and beliefs, keeping the child's health and well-being as our shared priority.
- **Language Accessibility:** To ensure all families can actively participate in school life and fully understand critical processes, key parent information, safety guidelines, and policies will be translated into families' home languages upon request or whenever necessary.

Professional Development: Harfa supports staff in attending professional training focused on multicultural education and inclusive practices to continuously enhance our cultural competence.

Roles and Responsibilities

Stakeholder	Responsibilities
Leadership Team	Implement policy, ensure legal compliance, allocate resources.
Teachers	Identify needs, differentiate instruction, develop ILPs, collaborate with families.
Parents	Provide documentation before enrolment or in timely manner if the condition is newly discovered, engage in planning, maintain communication.
Students	Advocate for needs, engage with support, set learning goals.
Teaching Assistants	Support academic, emotional, and behavioural needs as assigned.

School	Provide documentation about students to teachers and ensure
Administration and School Psychologist	teachers' briefing into health action plan.

Access to IB Assessments

Harfa aligns fully with the IB Access and Inclusion Policy (2022). Prior to formal IBIS requests at MYP eAssessment stage, internal access arrangements include:

- Additional time (commonly 25%) for students with documented challenges (e.g., dyslexia, ADHD).
- Separate rooms to reduce distractions.
- Alternative task formats (oral presentations instead of written).
- Use of aids such as coloured overlays, magnifiers, or assistive devices.
- Scheduled sensory or movement breaks per professional guidance.

For IB-authorized arrangements, the school will:

- Collect legible, signed, dated, professionally credentialed documentation specifying tests and results, consistent with the requested accommodations.
- Translate documentation into IB languages (English/French/Spanish) if necessary.
- Submit requests on time via IBIS, ensuring accommodations reflect the student's usual way of working.

Important IB requirements:

- No assessment advantage is permitted; standards apply equally to all candidates.
- Exemptions from assessment components are only allowed as last resort, never for language subjects.
- Use of aids like scribes, readers, prompters, communicators follows IB guidelines strictly, maintaining exam integrity.

Review and Continuous Improvement

This policy is reviewed every year or sooner due to:

- Updates in IB guidelines or national legislation.
- Feedback from staff, families, or students.

Review processes include:

- Consultation with teaching staff, coordinators.
- Parent feedback via surveys and meetings.
- Alignment checks against current IB standards and legislation.

Conclusion

Harfa International School commits to a safe, inclusive, and equitable learning environment where every student is supported to reach their full potential. Inclusion is a shared responsibility that requires compassion, professionalism, and collaboration among all members of the school community.

Appendix: IB Access Needs Framework

Primary Barrier	Sub-Area / Examples
Reading	Dyslexia, visual processing disorder
Writing	Dysgraphia, fine motor difficulties
Numeracy	Dyscalculia
Speech and Language	Receptive/expressive language delay
Social–Emotional	Autism spectrum disorder, anxiety
Attention/Concentration	ADHD, executive functioning disorders
Mental Health	Depression, trauma
Seeing/Hearing	Visual/hearing impairments

Medical/Physical	Chronic illness, mobility issues, asthma, severe allergies, developmental delays
Temporary Life Transitions	Significant life changes affecting well-being (e.g., family relocation, birth of a sibling, parental absence)

Resources

Key documents informing this policy include:

- IB Access and Inclusion Policy (2022)
- IB Learning Diversity and Inclusion in IB Programmes (2016)
- IB Programme Standards and Practices (2019)
- Croatian Ministry of Science and Education regulations on inclusive education

This policy reflects current IB expectations and national legal requirements and will be reviewed every two to three years or earlier as needed.