

INCLUSION POLICY

Next Policy Review: November 2027

Our Mission

OTR International School provides quality education to pre-school, primary and lower secondary level pupils within an inspiring, challenging, multilingual and international environment by ensuring individual follow-up and the well-being of each student. Our students are encouraged to become active and lifelong learners who show empathy, compassion and respect and help to create a better world.

Our Vision

OTR International School seeks to create a community of lifelong learners who are confident, balanced, caring and inspired to thrive in their life and workplace. Our school accepts children from the age of three offering a multilingual education. Pupils develop their bilingualism every day with qualified teachers whose mother tongue corresponds to the language chosen. Our school puts more emphasis on students' personal development by encouraging them to be more creative and prepare them for life by making practical connections between their studies and the real world. We aim to further incorporate in our school's mission and vision and cultivate as many of the properties and values outlined in the IB learner profile.

Philosophy

This document outlines the special educational needs and inclusion practices at OTR International School and communicates them to all school stakeholders.

The policy is based on the OTR International School Mission Statement, the IB Learner Profile, and the Standards A9, B1:5, B2:8, C1:6 and C3:10 as published in Programme Standards and Practices (2014) for the Primary, Middle Years and Diploma Programmes.

OTR International School shares the IB belief that inclusive education is something every IB World School should embrace and work towards. Students are at the centre of the education in the IB, with their own strengths and challenges.

The school is committed to removing or reducing barriers that might exclude students from learning. Barriers to learning may arise from school organisation and resourcing, culture and policies, teaching and learning approaches, the physical environment, or the ways individuals interact.

At OTR, we provide equal access to learning opportunities for all students, taking into account their individual learning profiles. Both the material taught and the way it is assessed are subject to continuous adaptations and accommodations. In this way, students with high academic potential and those with special educational needs access the same content with adjustments made to meet their needs.

Differentiation at OTR may apply to:

- Content
- Teaching process
- Exercises given to students
- Testing procedures
- Class environment

Sometimes, professionals such as psychologists and assistant educators collaborate with the Direction, teachers, students, and parents to assess and meet individual needs.

Legal Framework and Compliance

OTR International School fully complies with Luxembourg's Loi du 8 août 2018 on the promotion of inclusive education and the establishment of competence centres. Our inclusion procedures are aligned with national regulations set by the Ministry of Education, the Commission Nationale d'Inclusion (CNI), and the Centres de Compétences.

School Structures Supporting Inclusion

Inclusion Coordinator (SEN Coordinator): Liaises between families, staff, school management, and external national bodies to ensure compliance with both Luxembourg law and IB expectations.

Inclusion Committee: Composed of the Inclusion Coordinator, support teacher, psychologist (as needed, external), class teachers, and the Direction. This group develops and reviews support plans and ensures accommodations meet legal and IB requirements.

Documentation: All official diagnostic documents (psychological reports, medical certificates, etc.) are securely stored and form the basis of requesting official accommodations from the Ministry or IB.

Procedures for Compliance

Early Identification

- Teachers observe and report concerns using a standard observation form.
- Initial classroom differentiation strategies are applied before further action.

Referral Process

- Concerns are referred to the Inclusion Coordinator.
- Parents are invited to a meeting to discuss observations and possible steps.

Formal Documentation

- Parents provide official diagnostic reports signed by licensed professionals.
- With parental consent, the school contacts the CNI or relevant Centre de Compétences for specialist intervention.

- Individualized Education Plan (IEP)
- Developed by the Inclusion Committee in collaboration with parents, teachers, and, where appropriate, the student.
- Plans align with Luxembourg law and IB standards and are reviewed at least once per year.

Implementation and Monitoring

- The Inclusion Coordinator communicates the IEP to staff.
- Progress is regularly monitored and shared with parents and, when required, the Ministry.
- Examination Access Arrangements
- For IB assessments, the school submits accommodation requests to the IB with all legally required supporting documentation.

Policies and Procedures

The inclusion policy aligns with the admission and assessment policies of the school. For special arrangements to be implemented, families must submit formal documentation signed by relevant professionals. Reports from both public and private practitioners are accepted.

Categories of students typically requiring official documentation include:

- Students with physical disabilities (permanent or temporary, including visual and hearing impairments)
- Students with diagnosed learning disabilities
- Students with speech and language disabilities
- Students with documented mental or emotional needs

Once documentation is submitted, the Inclusion Committee discusses accommodations in a faculty meeting. Parents and the student are then informed of any measures approved by the school.

Accommodations may include:

- Authorization to use laptops in class
- Adjustment of classwork and assignments
- Modification of assessment conditions
- Extended time for assignments and/or exams
- Reader and/or scribe
- Other measures approved by faculty and Direction

Learning Support at OTR

Support is offered at three levels:

- Differentiated Education: Adjustments within the classroom.
- General Support: Short-term group support for specific difficulties.
- Individual Support: One-to-one support, often involving an IEP.

Early identification is essential. Subject teachers, the IB Coordinators, T&L Coordinator, and Heads of School review student needs at the beginning of each school year. Parents' approval is always sought before support lessons are implemented.

Differentiated Learning

Teachers adapt strategies to students' needs, taking into account their language profile and learning challenges. Plans are shared with staff and parents, and reviewed regularly.

Cooperation with Parents

Parents are informed of all support procedures, consulted in decision-making, and invited to contribute to IEPs. Collaboration with families is considered essential for successful inclusion.

Cooperation with Experts

OTR works closely with health services, private practitioners, and the Ministry of Education. With parental consent, specialists may observe students in class. The school collaborates with the CNI and Centres de Compétences to ensure compliance with Luxembourg law and to access additional support.

Confidentiality

All student information is treated with strict confidentiality and discussed only within faculty and authorized meetings.

Budget

The school allocates resources and professional development funding to inclusion, ensuring teachers are equipped to meet diverse needs and comply with legal obligations.

Conclusion

This policy communicates OTR's commitment to equal access for all students, based on IB principles and Luxembourg law. Structures and procedures ensure that inclusive practices meet both national legal requirements and IB expectations.

Review of the Policy

The policy will be reviewed collaboratively with all staff in 2027.

Resources

IBO. *DP: From Principles into Practice*, Cardiff: IBO. 2015

IBO. IB Learner Profile.

IBO. *MYP: From Principles into Practice*, Cardiff: IBO. 2014 (updated August 2022)

IBO. *The IB Guide to Inclusive Education: A Resource for Whole School Development*.

IBO. *Learning Diversity and Inclusion in IB Programmes*, 2016.

IBO. *Programme standards and practices*, 2020.

Loi du 8 août 2018, Grand-Duché de Luxembourg, relative à la création des centres de compétences spécialisés pour la promotion d'une école inclusive.