



**SONDERVICK**  
INTERNATIONAL  
SCHOOL

# IB MYP inclusion policy

Sondervick International School

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## **INTRODUCTION**

Sondervick International School, in alignment with its mission to provide an inclusive and globally-minded education, incorporates the principles outlined in the OMO Diversity Policy. As a school rooted in the values of the International Baccalaureate (IB), we are committed to creating an environment that not only respects but actively embraces diversity. We believe that inclusion is a shared responsibility that includes every member of the school community—students, educators, staff, and families. This policy is designed to increase access to the curriculum for all students and foster a sense of belonging for everyone, regardless of their background, abilities, or needs.

## **MISSION**

The mission of the Sondervick International School is to provide opportunities for cross-curricular education that is inclusive of all cognitive levels, cultures, and linguistic backgrounds. Central to this mission is fostering students' ability to reflect on their learning, enabling them to grow in an enterprising and holistic manner.

## **VISION**

Building on this mission, the vision of the Sondervick International School is to create a welcoming environment for students with multilingual backgrounds, supporting their integration into Dutch society while honoring and preserving their cultural identity and academic potential.

## **WHAT IS INCLUSION?**

Inclusion is the process of actively removing barriers to learning and providing all students with equal opportunities to participate in the academic, social, and extracurricular life of the school. It involves the active involvement of every member of the school community, ensuring that everyone is valued for their unique contributions. The OMO guidelines emphasize the importance of inclusivity in educational practices, making it clear that inclusion means actively valuing diversity as a resource (OMO, 2023). This perspective aligns with the IB's belief that diversity enhances the learning environment and that all students can reach their full potential when provided with the right support.

Inclusion refers to the practice of integrating individuals, regardless of their abilities, backgrounds, or needs, into environments where they can participate and thrive alongside their peers. In the context of education, inclusion focuses on creating learning spaces that provide equitable opportunities for all students, addressing barriers related to disability, cultural background, or other factors that might impede full participation. It emphasizes the importance of diversity and aims to foster an environment where students are not only accepted but valued for their differences (Inclusion BC, 2023).

Inclusive education goes beyond simply placing students in mainstream settings; it involves redesigning systems and structures to ensure all students, including those with disabilities, have the support and accommodations they need to succeed. This approach is backed by international human rights frameworks, such as the United Nations Convention on the Rights of Persons with Disabilities, which recognizes inclusive education as a fundamental human right (Inclusion BC, 2023; Ainscow et al., 2006). The goal of inclusive education is to create communities where all learners, irrespective of their challenges or backgrounds, are encouraged to interact, collaborate, and develop academically, socially, and emotionally, ensuring that the benefits of learning extend to everyone (Ainscow, 2016; Inclusion BC, 2023).

At Sondervick International School, we work collaboratively to create an environment that values diversity and provides equal opportunities for all learners to thrive, regardless of their background or individual needs.

## THE PRINCIPLES OF INCLUSIVE EDUCATION

In agreement with the IB and the OMO guidelines, Sondervick International School adopts the following principles to ensure an inclusive education:

- Equality of opportunity: Every student has the right to access and participate in all aspects of the educational experience. We believe that all students, regardless of their background, ability, or culture, should be given the opportunity to succeed.
- Respect for diversity: We celebrate differences and recognize that these differences contribute to a rich learning environment. Differences in abilities, cultural perspectives, and learning styles are seen as valuable assets to the school community (OMO, 2023).
- Participation and contribution: We ensure that all students, regardless of their needs, have equal access to participate fully in school life. The school promotes an inclusive climate where diverse viewpoints are heard and respected, and every student is encouraged to contribute in their unique way (OMO, 2023).
- Inclusive leadership and collaboration: The OMO guidelines emphasize the importance of inclusivity in decision-making processes. At Sondervick international School, this means that educators, administrators, and students collaborate to ensure that all voices are heard and that inclusive practices are continually assessed and improved.

## BARRIERS TO LEARNING

Barriers to learning can arise in various forms, such as physical accessibility, language barriers, socio-economic differences, or learning challenges. These barriers can hinder students' ability to fully engage with the curriculum. Sondervick International School, in collaboration with all stakeholders, aims to remove these barriers through differentiated instruction, specialized support services, and an environment where every student feels respected and valued (IBO, 2020).

## ADMISSIONS POLICY

Sondervick International School's admissions policy is designed to ensure that all students can thrive in an inclusive environment. In line with OMO's principles, we are committed to providing support to students with diverse needs, provided the school is equipped with the resources and expertise to meet these needs (see also Sondervick International School assessment policy). The school will work with families to assess whether it can appropriately support the educational, social, and emotional needs of each student. This is in accordance with the OMO's focus on equality, where all students, regardless of their challenges, are given access to the right resources to succeed (OMO, 2023).

## SCHOOL FEE

At Sondervick International School, we strive to provide an inclusive education for all students, ensuring every learner has access to opportunities that support their academic, social, and personal growth. Central to our mission is the belief that every student, regardless of their background, needs, or abilities, should be able to participate fully in the school community. To foster an environment where all students can thrive, we make a conscious effort to keep the school fees intentionally low.

This decision reflects our commitment to removing financial barriers and making our education accessible to a diverse range of families, allowing students from various backgrounds to join and contribute to our vibrant community.

This approach aligns with the philosophy of inclusion, where education is viewed not as a privilege but as a right for all students. By keeping fees affordable, we are able to uphold our core values of diversity, equity, and belonging, ensuring that all students, regardless of their financial circumstances, can access the same quality of education and opportunities. Through this, we create an environment where students learn from each other's unique perspectives, talents, and experiences, enriching their overall educational journey.

If parents are unable to pay the mandatory school fee, this will not affect their child's access to regular education. The student will be placed in the most suitable learning environment within the regular education system at Sondervick College, ensuring they receive the best possible support and opportunities suited to their needs.

## **IDENTIFICATION AND SUPPORT**

Early identification and intervention are key to supporting students with additional learning needs. The school works with a team of specialists and educators to identify students who may require additional support. Parents are integral to this process, ensuring that relevant information is provided to help determine the best course of action. The OMO policy stresses the importance of collaboration between parents, teachers, and (external) specialists in designing and implementing tailored learning plans for students with additional needs (OMO, 2023).

## **INCLUSION IN THE CURRICULUM AND ASSESSMENT**

At Sondervick International School, the curriculum is designed to meet the needs of all students. Differentiation is a core practice, ensuring that every student has the opportunity to engage meaningfully with the content. In addition, assessments are designed to recognize and reward the diverse ways in which students demonstrate their learning. In line with the IB standards, we ensure that all students, regardless of their needs, are able to participate in assessments that reflect their learning journey (see also Sondervick International School assessment policy).

## **ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) AND NT-2 (DUTCH AS A SECOND LANGUAGE) STUDENTS**

Students whose proficiency in English or Dutch prevents them from fully accessing the curriculum benefit from targeted in-class or withdrawal language support. This support includes differentiated teaching and learning from all their teachers, in line with the school's Language Policy. It's important to recognize that these students should not be considered to have a learning difficulty simply because their home or mother tongue differs from the language of instruction. However, if ESOL and NT-2 students experience slower progress, teachers should not automatically attribute this solely to their language status. It's essential to monitor these students closely, as they may also have additional learning difficulties that require further support.

To ensure all students are adequately supported, a tailored language intervention period is incorporated into the timetable for all first and second-year students. This additional time focuses on

strengthening their English or Dutch language skills, helping them succeed academically and socially (see the Language Policy document for further details).

## **STUDENTS ON THE INCLUSION REGISTER**

In alignment with the school's commitment to inclusion, as outlined in both the inclusion policy and the OMO Diversiteitsbeleid (2023), as well as the principles of the IB Learner Profile, students on the inclusion register are provided with accommodations to ensure equitable access to assessments. These accommodations are tailored to each student's unique needs, which may include additional time or the use of a computer, depending on their individual diagnosis.

To qualify for these accommodations, students must submit an official document confirming their diagnosis. For MYP exams, the IB mandates that this documentation be reviewed and approved to authorize accommodations such as extra time.

This inclusive approach supports our diverse community by recognizing and valuing the unique strengths of each student, while fostering an environment that promotes open-mindedness, empathy, and respect, in line with the OMO guidelines that emphasize valuing diversity as a resource (OMO, 2023). By cultivating this inclusive environment, we empower all students to reach their full potential, in alignment with the IB's focus on developing compassionate, open-minded, and reflective individuals.

## **TEACHER SUPPORT**

To assist teachers in identifying whether multiple underlying challenges may be present beyond the language barrier, they are supported by the student support team, the mentor, the language coordinator, and the MYP coordinator. This support is provided through regular meetings, classroom observations, additional assessments conducted by the support team when needed, and ongoing professional discussions. If internal measures do not provide sufficient insight or improvement, the case will be referred to the regional support network and relevant external experts, with parental consent.

When it becomes clear that students require additional attention, differentiation is applied in the classroom to meet their individual needs. This is not only embedded in unit planning, but also implemented spontaneously in the classroom, thanks to the professionalism and experience of teachers within the national stream. In the general SIS team meetings, these students and the strategies used by teachers to differentiate are discussed, creating opportunities for shared learning and exchange of good practice. Each week, a specific topic is addressed in these meetings—partly based on teacher input and partly determined by the MYP coordinator.

Furthermore, if teachers feel they need additional professional development in a specific area, they are encouraged to communicate this to the MYP coordinator, their educational manager, or the deputy principal. A suitable form of support or training will then be explored to meet their professional development needs.

## **REVIEW OF THE POLICY**

This inclusion policy will be reviewed annually, as part of the school's ongoing commitment to improving and adapting its practices. The policy is subject to updates in response to feedback from all

stakeholders, including students, staff, and parents, ensuring that it remains relevant and aligned with best practices in inclusive education. The review process will be collaborative, with input from educators, inclusion specialists, and the school community.

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## APPENDIX 1: INTEGRITY CODE OF VERENIGING ONS MIDDELBAAR ONDERWIJS

Below is the visual representation of the Integrity Code, which serves as the foundation for this policy.

This code articulates the principles of Human Dignity, General Well-being, Solidarity, and Shared Responsibility, which are integral to the academic integrity framework at Sondervick International School.



### Goed handelen

#### Integriteitscode vereniging Ons Middelbaar Onderwijs

We hanteren vier basisprincipes<sup>1</sup> voor goed handelen:

menselijke waardigheid, algemeen welzijn, solidariteit en gedeelde verantwoordelijkheid.

#### Menselijke waardigheid: ieder mens telt

Vereniging Ons Middelbaar Onderwijs gelooft in een samenleving waarin ieder mens telt. Ieder mens heeft een waardigheid die in ieder opzicht en door iedereen wordt gerespecteerd. Elk mens, dus elke leerling, elke collega, is het waard om naar om te zien. Juist ook zij die het even moeilijk hebben. Iedere mens doet ertoe – eenvoudigweg om wie hij of zij is.

#### Algemeen welzijn: niemand leeft voor zichzelf

Mensen zijn geen losstaande individuen maar zijn op allerlei manieren met elkaar verbonden. Een gemeenschap kan alleen tot bloei komen als mensen tot bloei kunnen komen. En samen zijn we verantwoordelijk voor de gemeenschap. Samen vormen we een vangnet, op school en daarbuiten, waarin we rekening met elkaar houden. Een gemeenschap waarin voor alle mensen plek is. Mensen zijn ook verbonden met hun leefomgeving. Een omgeving die we duurzaam ontwikkelen en waarvan we de opbrengsten eerlijk delen.

#### Solidariteit: zorg voor elkaar

We zorgen voor elkaar en kijken naar elkaar om. Dat doen we vanuit ons persoonlijk commitment om bij te dragen aan het algemeen welzijn van iedereen op school, en iedereen die betrokken is bij de vereniging. Als iemand het niet redt, springen we bij. We helpen elkaar. Iedereen krijgt zijn deel, zonder oordeel over diens situatie.

#### Gedeelde verantwoordelijkheid: meebouwen vanuit eigen kracht

Iedereen heeft kwaliteiten. Daarmee leveren we allemaal een unieke bijdrage aan de samenleving. Samen zijn we verantwoordelijk voor de vereniging. We nemen mensen niets uit handen, maar versterken hen juist in wat ze kunnen. En als het niet goed gaat, bieden we hulp. Door mensen uit te dagen komen zij tot bloei.