Huebschmann-Zhan Foreign Children School IB DP

Inclusion Policy

Last review: November 2026

Next review: March 2027

1. Purpose of the Policy

The purpose of this policy is to describe how Huebschmann-Zhan Foreign Children School (HuZ) supports students with diverse learning needs and ensures equitable access to learning, participation and assessment.

Inclusion at HuZ is understood as an ongoing process of identifying and removing barriers to learning so that all students can participate meaningfully in school life. The school aims to provide appropriate support while maintaining high academic expectations for all learners.

This policy should be read in conjunction with the school's Language Policy, Assessment Policy, Academic Integrity Policy and Admission Policy, which together form the framework guiding teaching and learning in the IB Diploma Programme.

2. Legal and Regulatory Requirements

The school recognizes that inclusion is both an educational commitment and a legal responsibility. The development and implementation of this Inclusion Policy are therefore informed by applicable legal obligations, regulatory requirements, and the philosophy and standards of the International Baccalaureate Organization (IBO).

2.1 Legal and Regulatory Compliance

As a German school abroad operating within an international educational context, the school complies with all applicable legal and regulatory requirements relating to student welfare, safeguarding, equitable access to education, and inclusive educational provision.

These legal and regulatory obligations include, but are not limited to:

- German educational regulations applicable to German schools abroad

- Requirements and guidance issued by the Kultusministerkonferenz (KMK)
- Applicable safeguarding and child protection requirements
- Regulations concerning educational accessibility and equitable participation
- Procedures relating to reasonable accommodations and Nachteilsausgleich
- Applicable data protection and confidentiality requirements
- National and local legal obligations relating to student support and educational provision

The school acknowledges that these legal requirements establish the minimum standards for educational access, student protection, and inclusive practice. All school procedures and support systems are expected to operate in alignment with these obligations.

2. 2 IB Frameworks and Educational Guidance

In addition to legally binding requirements, the school's inclusion philosophy and practices are guided by the principles, standards, and recommended practices of the International Baccalaureate Organization and other relevant educational frameworks.

These include, but are not limited to:

- IB Access and Inclusion Policy
- IB Learning Diversity and Inclusion guidance
- IB Programme Standards and Practices
- IB assessment access arrangements guidance
- IB Academic Integrity Policy
- School safeguarding policies and procedures
- Relevant educational guidance and support frameworks for German schools abroad

These frameworks support the school in promoting equitable access to learning, fostering student well-being, and ensuring that teaching, learning, and assessment practices are inclusive and aligned with IB philosophy.

2.3 Commitment to Inclusive Practice

The school understands inclusion as an ongoing process aimed at increasing participation and reducing barriers to learning for all students. Inclusion is reflected in the school's culture, policies, teaching practices, student support systems, and assessment procedures.

The school is committed to:

- promoting equitable access to learning opportunities
- supporting the diverse learning needs of students
- fostering student well-being and participation
- ensuring that reasonable accommodations are implemented appropriately and consistently
- maintaining a learning environment based on respect, dignity, and inclusion

The school recognizes that inclusive education is a shared responsibility involving leadership, teachers, students, families, and support staff, and that inclusive practice must remain consistent with both legal obligations and IB expectations.

3. School Context

Huebschmann-Zhan Foreign Children School operates within the German school system in Grades 1–10 and offers the IB Diploma Programme in Grades 11–12.

Within the Diploma Programme, the school aims to support students in reaching their full academic potential and successfully completing the IB Diploma Programme, including the possibility of obtaining the IB Bilingual Diploma where applicable. With the exception of language acquisition subjects, IB courses are taught either in German or in English depending on the subject. Instruction and guidance for the core components (EE, TOK and CAS) may be provided in either English or German. Specific language arrangements are determined by the school according to staffing and students' learning needs and are communicated to students and

parents in advance. This structure supports students in developing academic language proficiency in both German and English and prepares them for international higher education.

Further information about the linguistic profile of the school community and the bilingual structure of the IB programme can be found in the HuZ Language Policy.

The school's approach to inclusion is aligned with its educational mission, which emphasizes respect for individual differences, intercultural understanding and the development of each student within a supportive and internationally minded learning community.

4. Understanding Inclusion at Huebschmann-Zhan Foreign Children School

At HuZ, inclusion means recognizing that students may experience barriers to learning for many different reasons. These barriers may relate to:

- learning in a language that is not the student's mother tongue
- differences in prior educational experience
- academic literacy development
- social or emotional well-being
- temporary or long-term learning challenges

The school recognizes that students learn in different ways and at different paces. Teachers therefore aim to create learning environments in which students can access the curriculum, develop confidence and demonstrate their understanding in appropriate ways.

Because HuZ is a relatively small school community, teachers are able to observe students closely and respond to individual learning needs in a flexible and supportive manner.

This understanding of inclusion is consistent with the educational philosophy of the school. Inclusion at HuZ is also understood as a whole-school responsibility that involves reducing barriers to learning through appropriate teaching strategies, learning environments and assessment practices.

5. Identifying Student Learning Needs

Student learning needs may be identified through several sources of information, including:

- admission assessments and previous school records
- classroom observation by teachers
- formative and summative assessment results
- mock examinations and coursework performance
- discussions with students and parents
- external reports or documentation when available

Teachers regularly review student progress during collaborative planning meetings. When concerns arise, the school works together with the student and family to determine appropriate support strategies.

Early identification of learning challenges is important in helping students maintain confidence and continue to develop successfully. Admission and ongoing support for students with identified learning needs are based on a collaborative process involving school leadership, teachers and parents. Where appropriate, external documentation (such as psychological or medical reports) is considered. Support measures are agreed upon jointly and reviewed regularly.

The school maintains documentation of individual student learning development and support strategies to ensure continuity of learning and consistency across subjects. In addition, the school maintains up-to-date student health and medical information (e.g. allergies, medical conditions) to ensure appropriate responses to individual needs and emergency situations.

Where necessary, individual student cases are discussed in structured meetings involving relevant teachers and school leadership in order to coordinate appropriate support strategies.

6. Learning Support in the Classroom

Most learning support takes place within regular classroom instruction. Teachers collaborate regularly to discuss student progress and share strategies to support diverse learners.

Teachers use a variety of strategies to help students access learning, including:

- differentiated instruction
- structured learning tasks
- language scaffolding
- explicit teaching of academic terminology
- clear feedback on written and oral work

- opportunities for revision and improvement

Students may also seek additional help from teachers outside regular class time when necessary. Teachers are supported through ongoing professional development in inclusive education. This includes collaboration, sharing of best practices and the continuous development of strategies to support diverse learners. While professional development in inclusive education is still developing at the school, teachers actively work to strengthen their practice through collaboration, shared experiences and reflective discussion.

These practices are supported by regular subject group meetings, class conferences and whole-school discussions, ensuring consistency in the implementation of inclusive strategies.

7. Student Well-being and Support

Inclusion at HuZ also includes supporting students' well-being and sense of belonging within the school community.

Each class elects student representatives and three elected Head Students, who meet regularly with the school leadership to share student perspectives and contribute to discussions about school life and the development of the school community. This structure ensures that students have a voice and are actively involved in shaping their learning environment.

Each grade is also supported by a class teacher (homeroom teacher) who plays an important role in monitoring students' academic progress and well-being. Class teachers serve as a primary point of contact for students and families and help coordinate communication between subject teachers, students and parents.

In addition, both primary and secondary students have access to a Trust Teacher who acts as a supportive contact person. Students may speak with this teacher about academic concerns, personal challenges or general questions related to school life.

For students in the IB Diploma Programme, additional support is provided by the DP Coordinator, who monitors students' overall academic progress, supports them in managing IB programme requirements such as Internal Assessments, CAS, TOK and the Extended Essay, and works closely with teachers and families when additional academic guidance is needed.

Student representatives contribute actively to the development of an inclusive school environment by providing feedback on student experiences and participating in school decision-making processes.

The school also has a designated Prevention and Protection Coordinator (safeguarding role), who plays an important role in supporting student well-being, ensuring a safe learning environment and responding to concerns related to student protection. Safeguarding practices are supported by clear crisis and emergency procedures, as outlined in the school's Crisis Plan (Krisenplan), ensuring rapid and coordinated responses when student safety is at risk.

Student well-being and safety are further supported by established school procedures, including the Crisis Plan (Krisenplan), which outlines protocols for emergency situations such as medical incidents, accidents and evacuations. These procedures ensure that all students are protected, supported and accounted for at all times.

8. Guidance and Future Planning

HuZ supports students not only academically but also in preparing for their future pathways.

The school provides university and career guidance, helping students explore higher education opportunities and plan their academic development beyond secondary school.

Through guidance meetings, information sessions and external speakers, students are encouraged to consider different academic and professional pathways and to make informed decisions about their future.

Students are also provided with opportunities to visit universities (e.g. annual visits to German universities), supporting informed decision-making about future study pathways.

9. Access Arrangements and Assessment Support

The scope and type of support measures may vary between primary school, secondary school and the IB Diploma Programme, in accordance with the respective educational requirements and regulations. Access arrangements are only granted when appropriate documentation (e.g. medical or psychological reports) is provided and approved, and when the support reflects the student's normal way of working.

Where a student has a documented long-term learning need, the school may implement support measures in the classroom and, where appropriate, apply for IB examination access arrangements.

These arrangements must reflect the student's usual way of working in the classroom and follow IB regulations.

Possible arrangements may include:

- additional examination time
- rest breaks
- separate examination rooms
- other accommodations permitted by IB guidelines

All access arrangements are based on the student's normal way of working in the classroom and are applied consistently across subjects.

The school ensures that assessment practices take into account individual learning needs and may include appropriate adjustments in line with both IB and German educational guidelines (e.g. Nachteilsausgleich).

10. Roles and Responsibilities

Supporting inclusion is a shared responsibility within the HuZ community.

- Students are encouraged to communicate when they need support.
- Teachers monitor progress and provide differentiated instruction.
- Parents are partners in the educational process.

In situations affecting student well-being or safety, the first staff member present assumes responsibility and follows established procedures to ensure appropriate support in line with school policies.

Parents are actively involved through regular communication, meetings and collaborative decision-making. Parent representatives and the parent council contribute to the development of the school's inclusive practices.

School leadership ensures that structures, resources and procedures are in place to support inclusive education across all grade levels.

11. Individual Support Planning and Monitoring

When a student is identified as requiring additional support, the school develops an individual support plan. This plan outlines the students' learning needs, agreed support strategies and the responsibilities of teachers, students and parents.

The effectiveness of support measures is reviewed regularly through teacher collaboration, meetings with parents and, where appropriate, student reflection. Adjustments are made as necessary to ensure continued progress.

This review process may also involve the Prevention and Protection Coordinator where relevant, particularly in cases related to student well-being or safeguarding.

12. Policy Review

This policy is reviewed regularly to ensure that it reflects the needs of the school community and remains aligned with IB Programme Standards and Practices.

The review process involves the school leadership, the DP Coordinator and the teaching staff.

References

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