

**CJD International School Braunschweig-Wolfsburg**

**Inclusion Policy**

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## **Preamble / CJD Mission**

In 1947 Arnold Dahnemann, the founder of the CJD, bore witness to countless young people that needed help. These unfortunate individuals were in many cases displaced by war or homeless, struggling with disabilities or injuries, broken psychologically or emotionally, and facing a wide array of challenges. Dahnemann wanted to give these people a chance at a new start and to support their education and development. He came up with the CJD's long standing slogan, "Keiner darf verloren gehen" or "Let no one be lost". It is in this spirit that we continue his legacy today. Our mission at the CJD International School Braunschweig-Wolfsburg is to let none of our students be lost and to create an inclusive, supportive environment to provide the opportunity for our young people to thrive and succeed. Regardless of their circumstance, special needs, abilities or socio-economic status, we have a duty and a responsibility to help all young people that come into our care.

## **IB Mission Statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

(Source: IBO)

## **Legal Compliance in Niedersachsen**

The Ministry of Education in Lower Saxony, referred to locally as the Niedersächsisches Kultusministerium, establishes and regulates the laws for schools and educational practices in our region. The CJD International School Braunschweig-Wolfsburg Inclusion Policy is fully compliant with the law and with the spirit of the law. The Niedersächsische Schulgesetz § 4 / Lower Saxony Educational Law Section 4 outlines the requirements and expectations relating to students with disabilities being brought up and taught together, mandate individual adaptations and modified performance requirements when necessary. In all grade levels, students with and without always disabilities learn in the same classroom environment. Additionally, the process of diagnosis, support and monitoring relating to individual adaptations and performance requirements can be found on pages 5 & 6.

## **Inclusion Policy Objectives**

The objectives of the inclusion policy are as follows:

1. To accurately determine any special needs or considerations on the part of our students.
2. To collaborate with parents, students, teachers and external professionals to determine the best course of assistance for each student.
3. To monitor student progress and assistance plans to ensure that the student's needs and development are progressing.

## **Rights & Responsibilities**

The school has a responsibility to support the educational development for all students regardless of their disabilities or special needs. The school must also ensure that all teachers are appropriately trained and understand the requirements of an ISP. The school and teachers have a responsibility to work together in reporting any on-going learning deficits, support further diagnosis and monitor the efficacy of an ISP. The school also is responsible to register any student with any special needs with either Cambridge or the IBO.

The teachers have a responsibility to report any findings based on the identification process outlined below. Teachers are required to accommodate students based on their individual ISP. Relevant teachers will on occasion also be asked to take part in the review process.

Parents have the right to request a review of an ISP or to discuss the accommodations. Parents have a responsibility to support their children at home whenever possible. Parents should also keep the administration updated with any new diagnosis or a change in diagnosis.

Students, depending on their age and understanding, have the right to discuss their ISP and progression of their learning. Students have a responsibility to do their best academically and should reflect on their learning development in connection to their ISP.

## **Inclusion and Admission**

The CJD ISBW is an inclusive school that welcomes students regardless of religious background, race, ethnicity, sexual orientation, physical impairment or other types of disabilities. Please consult our admissions policy for a detailed list of our admissions process.

Our admissions team will review all applications and if so needed, we will always do our best to create an Individual Support Plan (ISP) for each student based on their special needs or circumstances.

For all new students with special needs or considerations, the relevant academic coordinator, school counsellor, parents, relevant external professional and student (depending on their age) will work together to craft their ISP.

In some rare instances, the school may not be able to accommodate certain types of disabilities due to logistical issues related to the type of disability. While we will always do our best to meet the needs of all learners in our care, our institution or curriculum may not be the best suited for certain special needs. As we have a duty and responsibility to act in the best interest of our students, we may need to recommend an alternative institution or programme.

## **Inclusion: Admission & Academic Outcomes / Post-Secondary Pathways**

The CJD ISBW endeavours to help students reach their full potential. A large part of inclusion and serving students is also helping them prepare for their next step in life. For some students, their goals and paths may be best suited to post-secondary training; for others internships, trade school or university. We will always do our best to consult with parents, students, coordinators and teachers to help each child achieve their goals. Based on this, we offer multiple internationally recognized and locally accepted curricula that provide students with a variety of leaving certificates.

## **Inclusion: Identification + Referral, Diagnosis, ISP, Additional Support & Review**

1. **Identification + Referral:** If a student is in our care and is experiencing difficulties, not progressing at appropriate pace or has been referred by a parent, teacher, guardian or has themselves become aware of a specific difficulty, deficit, situation or condition, then the first step is to send an email to the counsellor and relevant coordinator.
2. **Diagnosis:** In many cases, certain needs or conditions will need to be diagnosed by an external professional. It will be the responsibility of the parents, the counsellor and relevant coordinator to identify and select the appropriate professional and await the findings before constructing the ISP.
3. **ISP:** Once the documentation from the official diagnosis is submitted then, whenever possible, all stakeholders will work together to plan the ISP. Please refer to the list found under Inclusion: Types of Support for a list of accommodations and support.
  - It is the responsibility of the relevant coordinator to communicate the ISP to the relevant teachers.
  - All relevant teachers with this knowledge will keep the information found on the ISP strictly confidential.
4. **Additional Support:** For all students with accommodations or special needs, the IGCSE Exam Coordinator and IB Diploma Coordinator must work with their respective organizations to organize any possible accommodations for testing and assessment. Please note that this usually requires an application and evidence. The relevant coordinator will first consult the student and parents to determine if the student in question would like to seek accommodations for their final summative exams.
5. **Review:** All ISPs will be reviewed at least 2x per year for the first year and on yearly basis afterwards. All stakeholders will discuss the progress and success of the accommodations.

## **Internal Non-Diagnosed Support**

In some instances, the school will also assist students struggling academically or socially without a diagnosis. It is important to differentiate based on the individual needs of each learner. If a student has a clear need, then in some instances modifications can be generated on an ad-hoc basis (for some of the types of modifications, please see Types of Support). It is possible that some special needs can be supported on a short-term basis and eventually will be resolved (not warranting further investigation).

## **Inclusion Types of Support**

CJD ISBW can offer the following support services depending on the needs of the individual learner:

Internal Support:

- **Assessment Accommodations:** Accommodate special needs or conditions with (Including, but not limited to) extra time on final assessments, breaks during assessments, an individual assessment room, or a computer + printer and reader.
- **Assistance Accommodations:** In many cases, our faculty of Teachers and Professional Educators can offer assistance in small groups or individualized support. This can take several forms such as push-in or pull-out interventions. The specific need and accommodation strategy will be specified on the ISP.
- **Pastoral Care and Counselling:** We can also assign individual pull-out sessions with students to provide pastoral care and counselling depending on the specific needs outlined in the ISP.

External Support:

- The CJD Psychological Advisory Department can occasionally assist us with additional counselling support.
- The Jugendamt or Department of Child Services may also need to be advised or utilized to assist in supporting students.

## **Works Cited**

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