



AARHUS
INTERNATIONAL
SCHOOL

Aarhus International School Inclusion Policy

"Inclusive education is a dynamic, ever-evolving approach that requires ongoing reflection and continuous enhancement."

*From: "Leadership Strategies for Successful Schoolwide Inclusion"
by Dennis D. Munk & Thomas L. Dempsey*

AIS INCLUSION POLICY

International Baccalaureate (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.

www.ibo.org

Purpose

The purpose of this document is to recognise and clarify the school community's understanding and beliefs about inclusion, while identifying information regarding the processes behind providing an inclusive education to all students. It is a constantly evolving document that reflects the unique needs of our current student body. This policy aims to remain current with best-practice recommendations in the field of inclusive education, along with detailing information about how Aarhus International School (AIS), as a private school in Denmark and within Aarhus Kommune, accesses needed services and provisions for our students, thus striving to remove barriers to learning. Our philosophy of inclusion applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents/guardians, leaders and board members. It is directly linked to the AIS mission statement and values:

<i>Our Mission</i>	<i>Our Values</i>
<i>AIS provides a high-quality international education, which enables students to become socially and environmentally responsible citizens, enthusiastic inquirers and lifelong learners in a challenging and nurturing environment.</i>	Responsible Caring Respectful

Aims

The aims of this policy, and objectives we are striving towards every day at AIS, are to:

- Enable all students to have full access to all elements of AIS' IB curriculum through inclusive practices and differentiation.
- Create an environment that meets the unique educational needs of each student.
- Ensure that the learning needs of all students are identified, assessed and provided for.
- Make clear the expectations of all stakeholders in the process (students, teachers, parents/guardians, leadership team).

- Identify the roles and responsibilities of staff in providing for students.
- Ensure that AIS is meeting the requirements of an IB programme, as set out in the "Standards and Practices for All Programmes."
- Ensure that AIS is following guidelines published in "Meeting Student Learning Diversity in the Classroom: Removing Barriers to Learning" from the IBO, 2019
- Ensure that our Inclusion Policy is reflective of and aligns to current school practice and admissions procedures.
- Ensure that we actively engage in developing our professional abilities to meet our students' specific learning needs.
- Allow for the development of effective partnerships and collaboration with outside agencies who can support in meeting student needs.

Universal Design for Learning (UDL) in the MYP & PYP

Universal Design for Learning (UDL) is an educational framework based on the premise that variability among learners should be considered as a normal part of education. A curriculum which is designed taking UDL principles into mind allows for differentiation and accommodative practices, which ideally creates a foundation to meet the needs of all students. UDL provides a way of thinking about teaching and learning which aligns well with the educational programmes offered at AIS. As students engage with and access their learning, flexibility can and should be expected at all stages of the learning process.

UDL is currently being explored and implemented in the Middle Years Programme (MYP) and we are currently working to extend UDL ideology and planning structures into the Primary Years Programme (PYP). All teachers at AIS plan with this flexibility in mind, try to remain focused on student strengths and interests, and work to incorporate a variety of ways that students can express their learning, all of which is consistent with framework laid out by the IB.

It is also the priority of all stakeholders to partner together to create optimal learning environments which take into account the range of diverse backgrounds we see in our student body. Student needs, preferences and strengths should be and are considered as a part of designing engaging and motivating learning environments, where students can feel a sense of safety and belonging. It is a shared task of all members of the school community to ensure that we are creating ongoing and varied opportunities for all students to be able to:

- participate in learning decisions
- reflect on learning
- develop Learner Profile attributes
- succeed
- develop as multilingual citizens
- develop skills to self-advocate
- experience high expectations, and
- have a voice



Figure 2: Optimal environments enable IB learners, from "Meeting student learning diversity in the classroom: removing barriers to learning." (IBO, 2019, pg.6).

Defining Inclusion

In alignment with IB philosophy, AIS has a strong belief of inclusion and views inclusion as aiming to increase access and engagement in learning for all students by identifying and removing barriers to student success. Inclusion begins with creating and maintaining positive and healthy learning environments where all students feel safe and happy. Inclusion efforts are focused on creating an environment where all students have a sense of belonging. Inclusion is an ongoing process, which responds positively to each individual's unique needs. It is the process of creating a culture of collaboration, mutual respect, support and problem solving. To this same end, AIS believes in respecting each student's unique and individual development. Children are considered to have unique educational needs if they have cognitive, social, emotional, physical or behavioural difficulties that call for special educational provision to be made for them. We recognize that some students will have a unique combination of difficulties and that their phase of English language acquisition can affect their individual needs. Likewise, each student's unique educational history can impact their current level of functioning and achievement. In all cases, AIS will view the child from a wholistic standpoint and work intentionally to remove barriers to student success.

Admissions

AIS' Admissions Policy states that admission is open to students of all nationalities who demonstrate the ability to access and benefit from the challenging IB curriculum. AIS is an inclusive school, which serves the educational needs of the international community in the Greater Aarhus area.

As a part of the admissions process to join AIS, educational assessments will be conducted prior to enrollment and can include: record review and gathering of information from parents/guardians and previous educators, academic skills assessments, developmental screenings, social/emotional assessments, and review of most recent report card. The

Admissions review process results will be discussed with parents and dependent on outcome will result in: *placement, probationary placement or placement not appropriate at this time.*

AIS is currently able to admit and provide for students with mild learning difficulties. This can include students receiving English as an Additional Language (EAL) support, counseling support, regular classroom instruction, and/or slight modifications to the curriculum or to the physical learning environment to accommodate physical, sensory and/or medical needs. This may also include students with or without an Individualized Educational Plan (IEP) who receive differentiated instruction within the regular education classroom. Factors such as the student's age, learning style, cognitive strengths, skills, behavior and individual circumstances are taken into consideration when evaluating the extent of a student's learning needs and their class placement.

AIS strives to ensure that we have the resources to, and are able to, meet the educational needs of all of the students we admit to our school and provide equitable access for AIS students to both the Primary Years Programme (PYP) and the Middle Years Programme (MYP). The school has an ethical responsibility to be open and honest with families and applicants in cases where we do not have the resources or facilities necessary to provide educational access to the IB programme for a student. In cases where a student is admitted to the school and he or she requires a higher level of intervention than expected and a higher level than what AIS is able to provide, we will maintain open and honest dialogue with the family, and when possible, make this determination within our initial two-month probationary period.

AIS will make ongoing evaluations for each student currently in the programme, and continued enrollment to the school will be dependent upon the school's ability to meet the student's individual learning needs. In the same way that we believe in our ethical responsibility to prospective students, we also feel strongly that if we accept a student and cannot meet his or her particular needs, after making all possible efforts, we have the responsibility of communicating this to the family and supporting them in finding a more appropriate educational setting for their child.

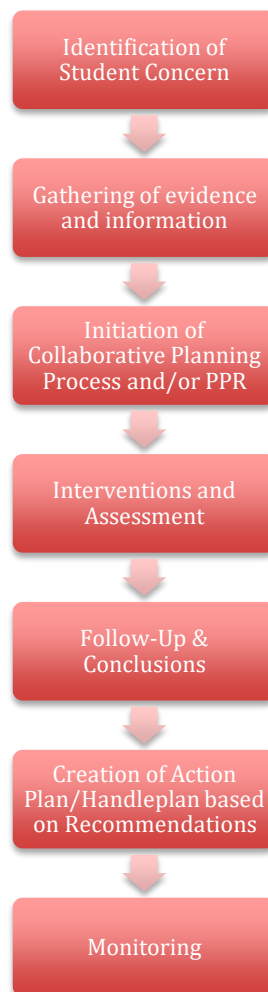
In our host country of Denmark, our Early Years Programme (PYP1-3) is viewed as a "børnehave" or a kindergarten and therefore functions under a different set of guidelines from the remainder of the school, PYP4-MYP5. In cases where a PYP1-3 applicant has previously identified educational needs, we will partner with the family and share openly about the resources and facilities currently available. If seats are available, the parents then have the choice to enroll their son or daughter at AIS. Students with identified barriers to learning in the kindergarten setting who are in need of more intensive supports are supported through a process with Aarhus Kommune to ensure that appropriate early intervention services are in place.

As a school that has existed since 2011, AIS has consistently advocated for and updated our structures and support on an on-going basis for all students. We will continue advocating to expand and build all support services for all AIS students, and it is our intention that over time we are able to broaden student enrolment to cater for a wider variety of educational needs.

"Mainstream education will not always be appropriate for every student all of the time. Equally just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at another stage." (IBO, 2010)

Inclusion Pathway

At AIS, we strive to create an accepting, inclusive environment for all students. Our teaching and pastoral goals reflect that commitment so that all of our students are able to access an IB education with dignity, consistency and a love of learning. We focus on supporting student wellbeing in all aspects of our PYP and MYP programmes. At the heart of the work of every successful teacher is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. If, in this process, we identify that a student is struggling and may be in need of further evaluation or support, we look to our Inclusion pathway to help us best meet the needs of the student and work to remove barriers to an equitable educational experience.



Initial Concerns & Pathway to Student Support

Admissions Procedures

- Gathering of documentation from previous school(s)
- Recommendation from previous classroom teacher
- Information from and collaboration with parents/guardians
- Review of educational records

Identification

All stakeholders at AIS recognize that all students:

- Are unique and capable individuals
- Have different educational and behavioral needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates and in different ways
- Need a range of different teaching approaches and learning experiences

AIS teachers routinely:

- Communicate student progress with parents/guardians per our current school policies
- Monitor student growth through formal reporting two times per year and verbal parent conferences, in addition to regular and ongoing contact with parents/guardians, as an individual student's needs may dictate
- Provide formal and informal assessments in the shape of formative and summative assessments, standardized assessments, observations, notes and anecdotal evidence
- Identify underachieving learners within the classroom through observation of behavior in the school environment and monitoring of academic progress
- Implement appropriate differentiation strategies and interventions to try to support student growth and development

Assessment & Referral Procedures

Further investigations will continue, if a student is identified as:

- potentially gifted or talented
- not making satisfactory academic progress at the grade-level
- and/or is exhibiting behaviors that may indicate academic or social/emotional difficulties.

Teachers have the opportunity to raise concerns about student progress to relevant members of staff or leadership, either immediately or in regularly planned Student Wellbeing meetings at the PYP or MYP level. In response, the Learning Support/Inclusion Coordinator and School Counsellor maintain overview of the students of concern and monitor planning for intervention and follow-up. Stakeholders will utilize ongoing collaborations to gather information about student concerns that have been raised.

After the initial concerns have been raised, further assessment of needs will take place by the

Early Years Leader, Learning Support/Inclusion Coordinator, or the School Counsellor, as appropriate. This may include:

- Liaison with parents and relevant stakeholders
- Review of previous educational history
- In-class observations
- Further referral to the school counsellor
- Further referral to Learning Support/Inclusion Teacher
- Monitoring and recording of behavior
- In-house screening, classroom reports, and assessments, where appropriate
- Trial of strategies and interventions
- Student interview
- Coordination of student needs with Programme Principals

During this process, communication with families is extremely important, and before any assessments or focused observations can take place, families are asked to provide informed consent.

Aarhus Kommune PPR

Within Aarhus Kommune lies an organization called Pædagogisk Psykologisk Rådgivning, or PPR for short. PPR has the responsibility of collaborating with the school to review student cases when more support is needed by a family or for pedagogical personnel in the school setting. PPR's main role is to provide ongoing pedagogical guidance and support to those working directly with the child.

If an AIS student is identified through the process detailed above as having outstanding needs, their individual case can be taken to PPR for a consultative meeting, which is a meeting of school stakeholders and our PPR psychologist to review the case and problem solve potential strategies, interventions, and next steps. It is through this forum that teachers and school staff will have the opportunity to express ongoing concerns and share relevant information and data, as well as attempted intervention strategies.

PPR will be responsible for providing the school with further guidance including recommendations for strategies and interventions. PPR will also collaborate with the school to hold meetings with parents and monitor cases where students are in need of more comprehensive ongoing support.

PPR can sometimes refer students for external assessment through Børne og Ungdomspsykiatrisk Afdeling (BUA), or the Children and Youth Psychiatric Department. Should parents or guardians have a suspicion of underlying concerns and wish to explore psychiatric evaluation for their child, they are guided to start this process through their family doctor/egen læge. The school can then partner with the family should more information be required, but the GP is responsible for deciding if a referral to a private psychiatrist is warranted.

In Aarhus Kommune, parents/guardians also have the right to access family support services through the 'Åben Anonym Rådgivning' process if they have concerns about their child's overall development or well-being. School staff can provide guidance for families in accessing this service. More information can be located here: <https://www.aarhus.dk/borger/personlig->

[hjaelp-og-stoette/familier-med-problemer/aben-anonym-raadgivning/](#).

In the Early Years setting (PYP1-3), Aarhus Kommune works closely with AIS to ensure that students are quickly identified and supported, when necessary. Early intervention efforts are focused on, and our team collaborates and consults with PPR at this level to ensure appropriate strategies and accommodations are explored to meet student needs.

For any further services requiring in-school support, AIS will complete the formal referral procedures in conjunction with parents/guardians.

Parents/guardians are also welcome and encouraged to pursue assessment and advisement in their own countries or privately in Denmark and to share any relevant documents and information with the appropriate school staff.

Individual Student Support/Special Pedagogical Support (SPS)

AIS works in close collaboration with our partners at PPR regarding the level of special educational needs of current students. As a frie grundskole (independent/private school), AIS can, in some cases, work with the Ministry of Education to apply for funding for special education and other special educational assistance (specialundervisning og anden specialpædagogisk bistand). This is intended for students who are in need of support in general education for at least 12 lessons of 45 minutes per week. For students to qualify for this provision, their special educational needs must be evaluated by PPR and determined to fall within the special education range. AIS then takes an individual decision for each student to determine if the school has the available resources to offer support at this level for the coming school year.

For students identified as needing this level of pedagogical support, an Action Plan/Handleplan will be created to guide and monitor the progress of the individual support. The Action Plan will address the student's learning goals, levels of support/intervention, implementation, responsible parties and time frame for evaluation and review.

Students who have identified learning or other challenges and who have a diagnosis, but whose needs are not evaluated to be within the special pedagogical range, will receive a similar plan called an Individual Learning Plan (ILP) to help ensure sharing of information with the teaching team and school staff, and monitoring of strategies and interventions.

Supports/interventions offered by the school may include:

- In-class support through accommodations by the regular classroom teacher
- In-class or pull-out support by the Learning Support/Inclusion Teacher
- Regular meetings with teachers responsible for pastoral care
- Provision of training and staff development to implement intervention and support student needs successfully
- Withdrawal from particular subjects to work with specialist teachers e.g.: not taking language acquisition and having extra math/language lessons in the MYP.
- Accommodations to the physical classroom environment
- Accommodations to the educational programme
- Short-term counselling, if required

- Additional teaching support, possibly at the cost of the parent.

The goal of all implemented supports will be to continue the provision of inclusive practices, which allows all students the ability to access AIS' IB curriculum within the regular education setting. If a student requires more intensive individual support, or more comprehensive accommodations to the educational programme, these decisions will be made in collaboration with the family and take into consideration the long-term academic and social/emotional outlook for the individual child.

In the Early Years setting (PYP1-3), creation and implementation of any necessary Handleplans/Action Plans, occurs in consultation with the classroom teacher, one-to-one support teacher, Early Years Leader and PPR.

Learning Support at AIS

The goal of our Learning Support programme is to respond to the diverse needs of students with mild learning challenges within the context of shared responsibility. Our students receive support aimed at fostering the development of their learning acquisition skills. With individually designed support, students acquire strategies that will enable them to succeed within the regular education classroom and gradually become independent learners. Through ongoing observation, assessment and evaluation, teachers within multi-disciplinary teams which also include parents, will establish the steps students are advised to follow to be successful in their learning.

Within the IB Primary Years Programme and Middle Years Program (IB PYP/MYP) the class/subject teacher is responsible for understanding the needs of each individual and catering to their learning styles within their class. The relationship between class/subject teachers and other support staff within the IB PYP/MYP is seen as being collaborative, where all are actively involved in the planning processes that support teaching and learning. Early and focused intervention is a critical aspect in the development of effective learning for students that are struggling. Regular assessments of a student's development, both formal and informal, covering the cognitive, physical and social domains are essential to planning effective intervention.

A child's development is seen as a process influenced by collaborative support including class/subject teachers, parents and relevant professionals, ensuring that all relevant factors are taken into consideration. Students in the Primary and Middle School are supported as much as possible through an inclusive approach. Where it is deemed appropriate and necessary students may be pulled out 1:1 or in small groups to work on specific learning goals or remediation. Additional teaching support and assistance for programmatic differentiation within the classroom is provided for students with identified learning difficulties, and those who experience ongoing difficulties meeting established learning outcomes for their grade level. The level of support is determined on as-needed basis.

Role of the Learning Support Coordinator

The Learning Support Coordinator currently takes primary responsibility for working to support students from PYP4-8 and in the MYP. Communication with relevant class/subject teachers regarding a student's needs and background is an essential component of the Learning Support Coordinator's role. The Learning Support Coordinator is responsible for

assisting classroom/subject teachers to collaboratively develop a Handleplan/Action Plan for a student exhibiting identified learning difficulties. The Learning Support Coordinator may also assist subject teachers with curriculum modification and classroom modifications and differentiation. Where necessary, the Learning Support Coordinator will provide in-class support to assist in strengthening specific areas of weakness ensuring the acquisition of skills required to function at grade level and to more fully access the curriculum. Some students or small groups may also be pulled out to focus on remediation. All elements of support aim to increase independent access to the curriculum.

The Learning Support Coordinator partners with the School Counsellor to oversee creation of student files and for managing and sensitively informing those working with a student of confidential student data such as: case history forms; in house assessments; referral forms; formal action plans; formal external assessments, etc. The Learning Support Coordinator, supported by the Head of School and Pedagogical Leadership Team, must ensure that students (dependant on age), parents and teachers are involved in the development of support programmes. The Learning Support Coordinator must meet regularly, in collaboration with the Head of School and Pedagogical Leadership Team, to ensure information related to student numbers as well as teaching and learning environments is shared.

The Learning Support Coordinator is pivotal in ensuring the success of students with learning needs along their educational pathway. This role may change as a student progresses through the school and increases their independence in learning.

The Responsibility of Teachers at AIS

Teachers at AIS work in collaboration with the Learning Support Coordinator to differentiate the learning for students in their class who may be in need of further support. In order to assist in appropriate differentiation strategies, the teacher can use the knowledge and support of the Learning Support Teacher to develop an understanding of:

- The factors that affect student learning and how to best respond to them.
- How to differentiate and match teaching approaches to student needs.
- The use of technology to assist in alleviating and removing barriers to learning.
- The use of specific assessments in planning for students with learning needs.

Collaborative Planning Process

In both PYP4-8 and MYP, a team gathers to actively collaborate on understanding and meeting the unique needs of our students. The collaborative team is led by the Learning Support Coordinator and School Counsellor, and can include a variety of other internal staff, depending upon the nature of the case. Initially, a meeting is planned to review new referrals, update student information, and to discuss and assign appropriate interventions for students requiring additional support, or follow-up that needs to be completed. This collaborative process acts as a problem-solving group to support teachers with continuing concerns about specific children. Teachers may request individual assessments through the Learning Support Coordinator or the School Counsellor, for students who seem to be presenting signs of academic or social difficulties.

Where deemed necessary the following steps may be taken:

- In class observations
- Review of previous educational history
- Meetings with parents/guardians
- Monitoring and recording of behaviour
- In house screenings and assessments
- Trial of strategies and interventions
- Sharing of strategies and structures of support

When these steps have been taken, the team then shares relevant information, plans interventions and implements service delivery in a collaborative manner. This ensures that services are streamlined rather than duplicative and delivered as part of a total programme developed to meet the needs of the child.

The Learning Support Coordinator is responsible for documenting and filing information, testing results and meeting minutes of students with special needs or students who are in the process of being referred. Regardless of any staff changes, the team approach and the documentation of all meetings and actions guarantees that individualised supports will continue to be followed and reassessed as needed for each student. All information is stored confidentially, and shared only on an as-needed basis, with consent from relevant stakeholders.

Approaches to Assessment: Inclusive Arrangements & Equitable Access

Once a student is enrolled in the school, it is the responsibility of AIS to meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive arrangements and accommodations. The inclusive access arrangements provided to a student will be planned at the start, or as early on as possible during the course of study and be incorporated as the usual way to access learning experiences, classroom work and assessments.

The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give a student an advantage; rather the aim is to provide equitable access for all students. Careful consideration should be given to a student's choice of subjects in the MYP. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. AIS may wish to consult the IB for advice before the student starts their studies.

The inclusive access arrangements and accommodations provided for a student must be:

- carefully individualized, evaluated and monitored to reflect the optimal support that the student requires
- based on current, not past, requirements and needs
- drawn upon teacher observations in the classroom
- considered in line with the eligibility criteria for inclusive access arrangements in this policy
- strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom)

Inclusive Access Arrangements and External Assessment

Measures of Academic Progress (MAPs)

AIS currently uses NWEA's Measures of Academic Progress (MAP) as a form of ongoing student assessment for students from PYP5-MYP4. Data collected throughout this process is used to drive instruction based on student needs and also used to thoughtfully identify areas of skill deficits for individual students. In the case of a student being assessed for concerns around academic progress, the team may refer to this subject-specific data to determine if this data supports trends and observations across settings.

Any student with an identified special educational need has the right to access necessary accommodations during MAPs testing; it is the responsibility of the school to ensure that this is in place. Examples of frequently used MAPs accommodations include provision of extra time, students taking the test in a separate setting, and extended time. In all cases where accessibility and accommodations need to be taken into consideration, AIS consults the "Accessibility and Accommodations in MAP Growth" guidelines (NWEA, 2020) and keeps record of the provided accommodations at the time of the assessment.

MYP

Inclusive practices in formal assessment in the MYP exist in three categories:

1. Those not requiring prior authorization from the IB
2. Those requiring authorization pertaining to additional language learners
3. Those requiring authorization for other reasons.

Some of the inclusive practices are outlined below. However, in all cases the exact definitions given in the *MYP Programme Assessment Procedures* and the *IB Access and Inclusion Policy* should be consulted and carefully followed.

Description of possible inclusive practices for assessments:

Arrangements requiring prior authorisation by the IB

- Appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IB inclusive assessment arrangements.
- Additional time may be authorized for written examinations and internal assessments according to the student's assessed needs.
- Modifications to exam paper (size of font, use of coloured paper)
- Extra time for exams
- Deadline extensions
- Assistance with practical work

Arrangements that can be authorised by the MYP Coordinator

- Rest breaks
- Separate workspaces
- Prompter

The MYP Coordinator informs the IBO using the appropriate forms and providing the necessary documentation. Applications for inclusive access arrangements must be submitted with the required evidence 6 months prior to the examination session (15th of November for the May session). Candidates must be registered for examinations before access arrangements can be submitted.

MYP5 Danish A Exam

For Danish A students who are voluntarily participating in the Danish Exam at the end of MYP5 (9. klasse afgangseksamen i dansk), all appropriate and necessary accommodations will be facilitated by the MYP5 Danish A Teacher and MYP Coordinator. The Undervisningsministeriet: Styrelsen for Undervisning og Kvalitet has published a guide, "Prøve på særlige vilkår og fritagelse" which will be consulted, as necessary, in cases where a student may qualify for an accommodation for the assessment, and appropriate applications will be made. All assessment procedures will be followed in accordance with guidelines from the Undervisningsministeriet and from the IB.

Additional Considerations for the Future Development of Inclusion & Student Support Services

AIS continues to advocate for the ongoing development of all-inclusive practices and Student Support Services, in order to ensure that we are meeting the needs of our unique and dynamic community of learners. At present, the school is able to offer a range of in-house supports to our students including School Counselling, Learning Support, and English as an Additional Language. AIS is also able to conduct some assessments and screening processes on site, though psychological and psychiatric assessments must be handled by BUA or private practice psychiatrists, sometimes at the expense of the family.

AIS is actively working to broaden and expand our Student Support services and department as the school continues to grow, as we feel that student support is essential to promoting a holistic learning environment that focuses on student wellbeing.

Review and Revision

This policy will be reviewed by the whole teaching staff according to the AIS Policy Review Cycle. It will be revisited and revised as necessary outside of the official review, in line with new updates and guidance from the IB and changing circumstances in the school.

Date of next review: October 2026



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Aarhus International School Action Plan / Handleplan

Student Name:

Date of Birth:

CPR Number:

School:

Aarhus International School
Dalgas Avenue 12
8000 Aarhus C.
Denmark

Class:

Class Teacher:

Objective of the Action Plan:

Phase 1 Goals and Interventions	
Meeting Date	
Student's Resources -Short description of student's resources, potential and interests.	
Areas of Concern Short description of the challenges that need to be addressed.	
Overall Focus What is the overall goal? Where does the student show most need and which competences are most important to focus on?	
Short-Term Goals What are the realistic, achievable, concrete, short-term goals? This should begin with the student's potential and be something that the student can almost achieve himself or can achieve with little support from an adult.	
Interventions With the short-term goal in mind, what clear steps will be taken? Who is responsible? When will this be implemented and for how long of a period?	
Background for the Action (Impact and Value) What do we expect to happen? This can be theoretical or it can be in regard to experiences with the student's learning and development.	
Follow-Up Date	

Phase 2 Evaluation and Adjustment	
Meeting Date	

Effects of the Interventions Has the intervention had the desired effect? What specific things have supported or impacted the desired effect?	
New Status How are things going for the student? How are the students' resources and potential being utilized in this effort?	
Overall Focus Is there a new overall goal or shall we continue with the same goal?	
Short-Term Goals Shall we create new short-term goals or continue with one or more of the previous short-term goals?	
Interventions Shall we implement a new intervention or does the student show need for the continuation of certain interventions that have proven successful?	
Background for the Action (Impact and Value) Why is this action chosen?	
Follow-Up Date	

Phase 3 Evaluation and Adjustment	
Meeting Date	
Effects of the Interventions Has the intervention had the desired effect? What specific things have supported or impacted the desired effect?	
New Status How are things going for the student? How are the students' resources and potential being utilized in this effort?	
Overall Focus Is there a new overall goal or shall we continue with the same goal?	

<p>Short-Term Goals Shall we create new short-term goals or continue with one or more of the previous short-term goals?</p>	
<p>Interventions Shall we implement a new intervention or does the student show need for the continuation of certain interventions that have proven successful?</p>	
<p>Background for the Action (Impact and Value) Why is this action chosen?</p>	

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