



Schloss Krumbach International School

Inclusion Policy

Collaborative Development

This policy was developed and revised collaboratively by the IB DP Coordinator, Head of School, School Principal, and SKIS pedagogical team.

Review Cycle

This policy is reviewed every two years to ensure consistency with IB expectations and current school practices. If the school or the IB introduces changes that affect language provision or related requirements, the policy will be reviewed and updated earlier.

All reviews are conducted collaboratively by the IB DP Coordinator, Head of School, School Principal, and the SKIS Pedagogical Team.

Last Reviewed: February 2025

Next Review: February 2027

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Purpose of the Inclusion Policy

The purpose of this Inclusion Policy is to define what inclusion means at Schloss Krumbach International School (SKIS) and to outline the principles, practices, and limitations that guide our approach to supporting diverse learning needs. This policy reflects our commitment to fostering an environment where all students feel valued, respected, and supported to access the curriculum and participate fully in school life.

At SKIS, we recognize that learners come with a wide range of strengths, backgrounds, and challenges. This policy aims to clarify what inclusive practices the school is able to offer—such as differentiated instruction, access arrangements, and support planning—as well as the types of needs that may exceed the scope of our current resources and facilities.

In line with the International Baccalaureate (IB) philosophy, this policy promotes equity and access, while ensuring that all decisions are made in the best educational interests of the student and the school community.

Links to other policies

This document should be considered together with other policies:

- Academic Integrity
- Admission
- Assessment

This policy is aligned with the IB's Programme Standards and Practices (2020), particularly: those that support inclusive education and equitable access to learning. Relevant practices include, but are not limited to:

- **0301-01** – Access to IB education for a broad range of students.
- **0301-02** – Implementation and regular review of the inclusion policy.
- **0202-02** – Identification and provision of learning support.
- **0403-05** – Removal of barriers to learning.
- **0404-03** – Inclusive and fair assessment practices.
- **0202-03** – Social, emotional, and physical well-being.

Definitions of inclusion

The IB defines inclusion as:

“An ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a

culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”(Learning Diversity in the IB Programmes (IBO, 2010, p. 2)

At SKIS, inclusion means ensuring that all students—regardless of ability, language level, or background—have equitable access to high-quality learning experiences. We are committed to removing barriers through curriculum design, flexible instruction, and supportive practices that foster full participation in academic and community life.

Inclusion at SKIS is a collaborative effort involving teachers, students, families, and external professionals when needed. It is embedded not only in classroom learning but also in school-wide activities and cultural life.

Students have Learning support needs if they have a learning difficulty that calls for additional educational provision to be made for them. Students have a learning difficulty if they have a significantly greater difficulty in accessing the curriculum than the majority of students of the same age. This Inclusion Support Policy details how SKIS will do its best to ensure that the necessary provision is made for any of its students who have Learning support needs and how those needs are made known to all who are likely to teach them. The school will ensure that:

- Teachers are able to identify and provide for students who have Learning support needs allowing them to join in with mainstream activities as much as possible
- Parents are notified of any decisions made by the school concerning Learning Support provision for their child.

Learning Support Requirements

In accordance with the IB's Access and Inclusion Policy (2023), SKIS recognizes that students may experience a range of learning support requirements. These include, but are not limited to:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional, and behavioural challenges
- Physical and sensory challenges
- Long-term medical and/or mental health challenges
- Additional language learners

Types of Barriers

SKIS recognizes both primary and secondary barriers that may affect learning, such as additional language needs, hearing impairments, intellectual exceptionalities, mental health challenges, reading difficulties, and social-emotional needs. We aim to remove or reduce these barriers wherever possible to promote equitable access.

All students, including students with Learning support needs, are required to respect and abide by the requirements relating to Academic Integrity. For details, please refer to our Academic Integrity Policy.

Rights and Responsibilities

To ensure that inclusive practices are effective, SKIS outlines the rights and responsibilities of all stakeholders:

Stakeholder	Rights	Responsibilities
Students	<ul style="list-style-type: none">• To have their learning needs recognized and supported.• To express concerns or feedback.	<ul style="list-style-type: none">• Engage with learning support plans.• Seek feedback and reflect on progress.
Parents/Guardians	<ul style="list-style-type: none">• To be informed about learning support planning and progress.• To contribute input.	<ul style="list-style-type: none">• Disclose prior learning needs and share relevant documentation.• Collaborate with school staff and support recommendations.
Teachers	<ul style="list-style-type: none">• To receive guidance and support from school leadership and specialists.• To access training on inclusive strategies.	<ul style="list-style-type: none">• Identify and respond to student needs.• Use differentiated strategies.• Collaborate with other teachers and if applicable external specialists.• Maintain records and communicate with the school leadership team.
School Leaders	<ul style="list-style-type: none">• To be informed by parents or guardians	<ul style="list-style-type: none">• Ensure that appropriate resources are available to support inclusive

	<p>about any diagnosed or suspected learning needs, medical conditions, or socio-emotional challenges relevant to the student's learning and wellbeing.</p> <ul style="list-style-type: none"> • To access necessary documentation (with appropriate consent) in order to provide suitable educational support. • To make informed decisions that consider individual student needs while balancing the school's available resources and policies. • To lead and promote inclusive practices in alignment with the IB philosophy and the school's mission. 	<p>education across the school.</p> <ul style="list-style-type: none"> • Support staff development by facilitating access to training and professional learning related to inclusion. • Monitor the implementation of inclusive practices and maintain regular, transparent communication with families. • Facilitate collaboration across departments to ensure consistent and coordinated support for all students.
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Promoting Student Voice in Inclusive Practices

At SKIS, we believe that meaningful inclusion starts with listening to students and valuing their individual learning experiences. Regardless of background, learning profile, or language level, all students are encouraged to express how they learn best, identify barriers they encounter, and contribute ideas for improving access and engagement. As part of SKIS's commitment to inclusive education, the school recognizes the importance of student voice in shaping inclusive practices. While no students have currently required formal learning support, structures such as student surveys, feedback sessions, and classroom reflections are available and can be implemented as needed.

Planned Actions to Integrate Student Voice

Students receiving individualized support will be invited to reflect on their progress and contribute to the development or revision of their ILPs. As our school community evolves, SKIS is exploring ways to collect and integrate student perspectives into inclusive practices, including:

- Establishing student reflection tools (e.g., short surveys or digital forms) to gather feedback on how accessible and engaging students find their learning.

- Creating opportunities for student-led discussions during advisory periods or pastoral care to explore inclusion, identity, and well-being.
- Involving students in review cycles for policies that affect their learning, such as through focus groups or consultations during policy updates.
- Empowering students with Individual Learning Plans (ILPs), should they be introduced, to contribute meaningfully to their learning goals and accommodations.

These actions will be introduced gradually and reviewed regularly, with the goal of building a school culture where the student voice is embedded in all aspects of teaching, learning, and support.

Professional Development for Inclusive Practices

At SKIS, we recognize that effective inclusive education starts with well-prepared teachers. Currently, our teaching staff does not have dedicated training in inclusive practices; however, we are committed to building capacity and expertise in this area through a structured professional development program.

Resource Allocation and Budget Planning

As part of its long-term commitment to inclusive education, SKIS is planning to allocate internal funds to support the development of inclusive practices. These funds will be directed toward:

- General teacher training in inclusive strategies and differentiation;
- Development of in-house resources that facilitate access for students with diverse learning profiles.

This financial planning reflects the school's recognition that inclusion requires not only pedagogical commitment but also strategic investment in professional capacity. While larger-scale or specialist interventions may require family contributions, SKIS is planning to build an internal structure to support core inclusive needs—such as differentiated instruction, classroom accommodations, and basic social-emotional support.

Admissions Considerations for Students with Learning Support Needs

At SKIS, we are committed to promoting an inclusive environment where every student is valued and supported to reach their full potential. However, within the scope of our current resources and inclusion structure, we are not equipped to provide specialized programmes for students with severe learning, developmental, or physical disabilities. This includes, but is not limited to, severe speech and language disorders, severe autism, severe dyslexia, severe dyscalculia, and significant physical or mobility impairments.

In line with our Admissions Policy, we must also clarify that due to the unique nature of our campus—a fully boarding school located in a 13th-century historical castle—we are not equipped to accommodate students who require the use of a wheelchair or have significant mobility disabilities. Despite our efforts to create accessible learning environments, the architectural limitations of the campus prevent us from safely and practically supporting the day-to-day needs of students with physical disabilities that affect movement.

That said, we believe deeply that every child matters, and we carefully consider each application on an individual basis. Parents of students with known or suspected learning support needs are required to submit a psycho-educational assessment conducted by a licensed educational psychologist within the past two years. This documentation helps us determine whether SKIS can appropriately support the student within our inclusive framework.

It is essential that parents fully disclose any prior learning, emotional, behavioral, or physical support their child has received, including any Individual Education Plans (IEPs) or equivalent documentation. This information must be shared during the admissions process. In some cases, acceptance may be contingent upon the family's willingness to secure external support services.

If it is discovered after enrollment that relevant support needs or documentation were withheld during the application process, the school reserves the right to review the student's admission status, with decisions made at the discretion of the SKIS Admissions Team approved by the Head of School.

Should learning support needs become evident after a student has joined SKIS, we will request the family's cooperation in obtaining further evaluations and in implementing any additional support strategies required to ensure the student's well-being and academic progress.

SKIS also reserves the right to reassess enrollment during the student's initial semester if it becomes clear that the level of support required exceeds what the school is able to provide.

These guidelines apply to all prospective and currently enrolled students at SKIS.

Identification and Support Process for Learning Support Needs

SKIS maintains a proactive and flexible system for identifying and responding to learning support needs. Students may arrive with existing documentation or support histories, or needs may emerge over time. Across Middle and High School, teaching teams implement a continuous cycle of planning, instruction, and assessment that is sensitive to diverse learning profiles and cultural backgrounds.

Although no students currently require formal learning support, the school has a structured and collaborative process ready to activate. This includes observation protocols, parent and teacher consultations, and individualized support planning where appropriate.

Step-by-Step Process:

1. Initial Concern

- A teacher notices a pattern of academic, emotional, behavioral, or language-related challenges.
- The teacher documents observations and attempts preliminary classroom-based interventions (e.g., differentiation).

2. Consultation

- The teacher discusses the concern with the School Principal, IB DP Coordinator, Head of School
- Informal discussions with the student and/or parents may take place to gather additional context.

3. Referral

- If concerns persist, the teacher submits a formal referral to the school leadership team using a standardized referral form
- The student is flagged for follow-up monitoring.

4. Observation and Information Gathering

- Observations are conducted by the School Principal, IB DP Coordinator or designated support staff.
- Past academic records, and teacher feedback are reviewed.

5. Team Review

- A case meeting is held with the School principal, DP Coordinator, Head of School, involved teachers, and parents (if appropriate).
- The team discusses whether additional testing or evaluations are warranted.

6. External Evaluation (if needed)

- If further diagnosis is necessary, parents are advised to seek a psycho-educational assessment or support from an external specialist.

7. Development of an Individual Learning Plan (ILP)

- If a learning need is confirmed, an ILP is created in collaboration with the student, parents, and teachers.
- The ILP includes goals, accommodations, teaching strategies, and a review timeline.

8. Implementation

- Teachers implement the agreed strategies and accommodations.
- The ILP is accessible to all relevant teaching staff and reviewed regularly.

9. Monitoring and Review

- Student progress is monitored continuously.
- Formal ILP reviews take place at least once per semester, involving the student, parents, and teaching team.

While most students progress within this framework, those whose performance — either overall or in specific subjects — falls significantly outside expected levels may require additional support. These needs may also relate to English language acquisition or emotional and behavioral challenges.

If a student does not make sufficient progress despite differentiated instruction, teachers may initiate a formal referral to the school leadership team. Based on the student's individual needs, targeted intervention may be introduced to:

- Reduce the achievement gap between the student and their peers
- Support or accelerate the student's rate of progress
- Ensure equitable access to the full curriculum
- Strengthen personal, social, or self-management skills
- Address ongoing behavioral or emotional concerns
- Provide support through either in-class assistance ("push-in") or targeted small-group/individual sessions ("pull-out")

Screening and Referral Protocols

At present, SKIS does not conduct formal internal diagnostic testing or psycho-educational assessments. When a student demonstrates ongoing challenges despite differentiated instruction, and further evaluation is deemed necessary, the school recommends that families consult licensed external specialists.

Teachers at SKIS are responsible for documenting observations and attempting classroom-based interventions as a first step. If concerns persist, a formal referral is submitted to the leadership team, who review the case and determine whether external testing should be advised.

While some informal observations or academic check-ins (e.g., reading fluency, basic writing samples) may be conducted by classroom teachers, no staff members at SKIS are currently qualified to administer standardized diagnostic tests for learning disabilities, speech/language issues, or cognitive profiles.

Families are expected to arrange external evaluations independently and share the results with the school. These evaluations are essential for determining whether SKIS can develop appropriate support plans, including access arrangements or Individual Learning Plans (ILPs).

Provision for Students Requiring Learning Support

At SKIS, we follow a graduated response model to support students with learning support needs, recognizing that such needs exist along a continuum. Support is tailored to the level and nature of the need, and may include increasing access to specialist expertise where appropriate.

This model emphasizes that the responsibility for meeting student needs is shared across the entire school. All staff contribute to fostering an inclusive learning environment, based on the principle that all teachers are teachers of students with learning support needs. Through collaboration between teachers and leadership, we strive to provide flexible, responsive, and personalized learning experiences for every student.

Practical Differentiation Strategies

Inclusive education at SKIS is underpinned by responsive, differentiated teaching practices that address student variation in readiness, interests, and learning approaches. Teachers regularly adapt content, process, and assessment methods to support diverse learners. These strategies ensure that classrooms remain inclusive and that the school is prepared to meet future support needs effectively.

Teachers at SKIS are encouraged to integrate a variety of strategies that reflect the principles of inclusive education and promote learner engagement across subject areas. These include:

- Flexible grouping and regrouping based on task, interest, or readiness
- Use of multimodal resources, including visual, auditory, and kinesthetic materials
- Visual scaffolds such as charts, timelines, and diagrams
- Pre-assessments and student “entry points” to determine prior knowledge and readiness
- Choice in assessments (e.g., presentations, infographics, essays)
- Tiered assignments that allow students to work at varied levels of complexity
- Goal setting and self-assessment tools to encourage metacognition
- Mini-conferences or 1:1 teacher check-ins during class
- Use of graphic organizers and structured note-taking tools
- Student-paced learning tasks and project-based learning
- Classroom layout adaptations, including varied seating for concentration
- Digital learning tools, such as interactive simulations or closed captioned videos

These strategies are embedded gradually as part of professional development and collaborative planning.

Monitoring Individual Progress

Additional intervention may be required when a student, despite access to differentiated instruction, continues to:

- Make limited or no academic progress
- Experience challenges in literacy, numeracy, or language development
- Display persistent behavioral or emotional difficulties
- Struggle with communication or social interaction

In such cases, the school may recommend further assessment, which can be arranged through parental initiative or coordinated by the school. Costs for external evaluations (e.g., educational psychologists or speech and language therapists) are the responsibility of the parents.

Teachers remain responsible for day-to-day planning and instruction, even when specialist strategies are in place. Student records, including learning plans and evaluations, are kept securely and shared only with authorized staff.

Individual Learning Plans (ILPs)

When formal support is required, an Individual Learning Plan (ILP) is developed in collaboration with the student (where appropriate), teachers, and parents.

Each ILP outlines:

- Short- and long-term learning goals
- Recommended teaching strategies
- The level and frequency of support
- Criteria for measuring progress
- A schedule for regular review

ILPs are implemented, as much as possible, within the regular classroom environment and are reviewed regularly to evaluate effectiveness and adjust strategies as needed.

IB Approach to Learning Support Needs

As outlined in Towards a Continuum of International Education (International Baccalaureate Organization, 2008) and Learning diversity and inclusion in IB programmes (International Baccalaureate Organization, 2020), all IB teachers will teach students with diverse learning needs and must be prepared to respond effectively through differentiated approaches and supportive strategies.

At SKIS, we embrace this philosophy. We believe that developing the learning of all students is a shared responsibility between teachers. All teachers are expected to:

- Understand the factors that affect student learning and how best to respond to them
- Differentiate teaching strategies to meet individual student needs
- Align their practice with the school's inclusion and inclusion policy
- Integrate assistive technologies that help reduce or eliminate barriers to learning

By embedding these principles in our daily practice, we ensure that every student is supported in reaching their full potential, in line with both SKIS values and IB expectations.

Learning support needs in Middle School

The programme for Middle School is designed to be an inclusive program where the needs of the individual are met through a flexible differentiated approach to teaching and learning which focuses on the Approaches to Learning which enable the teachers and students to respond in a flexible way to varied learning needs. At this time, Krumbach does not offer IB MYP but aims to foster the same ideology.

Specific accommodations that may be put in place to support students with Learning support needs may include:

- Extra time to complete tasks
- Using a laptop
- Using a scribe to record ideas/ answers to examination questions
- Employing a reader to access dense text * Providing a reader to read aloud texts that are difficult for the student to read independently
- The use of recording devices

In Middle School, assessment may be differentiated within a class to suit individual requirements. When this happens, students and parents need to be aware of the nature of the differentiation and, when applicable, the potential consequences for the student's promotion and/or graduation at SKIS

Austrian Legal Framework

SKIS acknowledges and complies with national educational regulations governing inclusive practices. In accordance with §31a of the Austrian Schulunterrichtsgesetz (Education Act), the school supports individualized and differentiated instruction in mainstream classrooms and promotes equitable learning opportunities for all students.

This legal framework emphasizes:

- Individualized learning (Individualisierung des Unterrichts)
- Differentiated classroom instruction (Differenzierter Unterricht)
- Support for gifted and talented learners (Begabtenförderung)
- Inclusive pedagogy and diversity (Inklusive Pädagogik und Diversität)
- Flexible student groupings (Temporäre Schülergruppen)
- Collaborative teaching teams (Lehrerteams)

For more information, see: [§31a Schulunterrichtsgesetz – Austrian Education Act](#)

Learning Support Needs and Access Arrangements in the Diploma Programme

The IB Diploma Programme provides structured guidance for accommodating students with learning support needs, as outlined in the *Access and inclusion policy* (International Baccalaureate Organization, 2023). Access arrangements are intended

to reduce barriers to learning and ensure students can demonstrate their abilities fairly, without compromising assessment integrity.

These are based on documented need, the student's typical way of working in class, and must be applied consistently.

SKIS follows IB guidelines closely and has a clear framework for implementing access arrangements when necessary. This ensures that any future student requiring such support will receive timely, appropriate accommodations aligned with IB expectations.

Although no current students require formal assessment arrangements, the school remains prepared to respond promptly and fairly should such needs arise.

Key Principles:

- Access arrangements must reflect the student's usual way of working in the classroom.
- Modifications should enable equitable access without compromising the integrity of the assessment.
- Arrangements are granted based on documented evidence of need (e.g., psycho-educational evaluations or consistent classroom-based data).

Examples of access arrangements include, **but are not limited to:**

Type	Classroom Assessment	IB DP Assessment
Additional time	Additional time for tests, in-class essays, or timed tasks	Time extensions (10%, 25%, 50%) based on documented need
Use of Technology	Laptops with spell check, text-to-speech software,	Approved software for writing and reading during exams
Alternative Formats	Enlarged text, colored paper, oral instructions	Modified exam papers (e.g., large print, audio versions)
Reader or Scribe	Peer or staff support for reading/writing tasks	Authorized reader or scribe for written IB exams
Rest Breaks	Pause during testing to support attention or anxiety management	Scheduled breaks in a separate room during IB Exams. In accordance with the IB Access and Inclusion Policy (sections 4.25–4.27), rest breaks do not require prior

Type	Classroom Assessment	IB DP Assessment
		authorization from the IB. They may be arranged by the school based on documented needs and must be supervised to maintain examination security. These breaks are intended to support students with medical, psychological, or sensory challenges and are not included in the examination time.
Separate Setting	Small group testing or quiet space	Individual test room, supervised by a trained invigilator
Assignment Flexibility	Flexible deadlines or alternative assignment formats	Extended deadlines for IAs (if pre-approved by IB)
Verbal Assessment Options	Oral presentations instead of written responses	Oral components with structured rubrics where applicable

Implementation at SKIS

All access arrangements must be requested through the IB DP Coordinator in consultation with the Head of School and relevant teachers. Internal arrangements should be trialed before applying for IB exam accommodations to ensure consistency with the student's usual way of working. SKIS is committed to training teachers on how to implement inclusive assessment strategies and document the use of accommodations.

Requests for access arrangements in IB assessments are submitted by the IB DP Coordinator and must follow the procedures, eligibility criteria, and deadlines established by the IB Assessment Centre. All applications must be supported by:

- Educational evidence (e.g. subject teacher observations, records of classroom support)
- Professional documentation (e.g. psychological or medical reports), which must be current—dated no more than three years before the request—and must clearly describe the student's diagnosed condition and its impact on learning and assessment.

The school ensures that:

- Access arrangements are planned collaboratively with input from students, parents, teachers, and, where applicable, external professionals.
- Students and parents are informed about how these arrangements will be used and reviewed over time.
- Any approved IB access arrangements are applied in all relevant classroom settings to ensure consistency.
- All records related to access arrangements are handled confidentially and in accordance with the school's data protection procedures

All access arrangements are reviewed at least once per term to confirm that they remain appropriate and consistent with the student's usual way of working.

Access for Additional Language Learners

SKIS is committed to supporting students whose best language is not the language of instruction, in accordance with IB guidelines (sections 3.46–3.54 of the Access and Inclusion Policy, (International Baccalaureate Organization, 2023). These students may be eligible for specific access arrangements that help reduce language-related barriers in assessments, while ensuring fairness and academic integrity.

Eligibility for such arrangements is determined through a combination of:

- Standardized language proficiency testing, such as CEFR-aligned assessments
- Student background information, including home language use and language of prior schooling
- Classroom performance data and teacher observations

Possible access arrangements for eligible additional language learners may include:

- Additional time
- Clarification of instructions
- Access to bilingual glossaries (without definitions)
- Separate room to reduce anxiety or provide extra support

Access arrangements cannot be applied to assessments in language and literature or language acquisition subjects (except classical languages (*like Latin*) where the response must be in English, Spanish, or French). They can be applied in subjects such as Individuals and Societies, Sciences, Mathematics, the Arts, and the Core.

All requests are reviewed case by case by the IB DP Coordinator in consultation with parents, subject teachers, and the Head of School. The decision is based on the student's usual way of working, and all applications submitted to the IB must follow the official IB procedures and deadlines.

Students who are authorized inclusive access arrangements as additional language learners may be eligible for the IB bilingual diploma or certificate.

Gifted Students

Co-curricular activities are offered after school which make consideration for students who have extra educational needs. In our lower secondary school, extensions of regular material, development of specific projects and/or differentiation of students' roles in the classroom can provide ways of engaging gifted students.

In DP, students may extend their role in CAS and/or decide to enroll in more than six subjects and/or more than three HL subjects.

Confidentiality and Data Protection

Any future cases of identified learning support needs will be handled with the highest standards of confidentiality, respect, and compliance with data protection regulations. The school is committed to safeguarding student information and maintaining trust among families and stakeholders.

Should a student be admitted who requires support through psycho-educational assessments, Individual Learning Plans (ILPs), or other sensitive documentation, SKIS will ensure the following:

- Sensitive records will be stored securely in a restricted-access system or locked physical storage.
- Only authorized personnel (Head of School, Programme Coordinator, School Principal) will have access to full reports.
- Teachers will receive relevant information needed to apply accommodations and strategies, without disclosing full diagnoses unless essential.
- All data handling practices will comply with school policy and applicable data protection regulations.
- Parents/guardians will have access to their child's records and will be involved in the review and management of support plans.
- Confidential documents will be returned to families or destroyed responsibly when a student leaves the school or graduates.

In accordance with IB policy, all applications for access arrangements submitted to the IB require informed consent from the student or their legal guardian. SKIS will obtain this consent in writing prior to submission. All such applications and supporting documentation are handled with strict confidentiality and stored securely in line with our data protection practices.

Moderation, review and communication to shareholders

This policy is reviewed every two years to ensure it remains aligned with current IB expectations, evolving school practices, and the needs of the SKIS learning community. If the school or the IB introduces updated guidance or if significant changes in student needs occur, an earlier review and revision will be undertaken.

The review process is collaborative and involves the IB DP Coordinator, Head of School, School Principal, and the SKIS Pedagogical Team.

Once updated, the policy is shared with all staff through internal communication channels and is discussed during collaborative meetings and professional development sessions to ensure shared understanding and implementation.

The policy is also made accessible to parents and guardians through the school website and other communication channels.

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Next Scheduled Review: February 2027

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