



**H-FARM
INTERNATIONAL
SCHOOL**

Inclusion Policy

2026-27

1. Mission Statement	3
a. School	3
b. On Inclusion	3
2. Document Purpose and Review	3
3. Approach to Inclusion at H-FARM International School, Vicenza	4
a. IB Framework	4
b. Italian Framework and Compliance	4
c. Compliance	5
4. Resources, Rights and Responsibilities	5
5. Inclusion Practices	6
a. Identification and Review of Needs	6
b. Neurodevelopmental Conditions as SEN routinely identified in the school	8
c. Record Keeping	8
d. Inclusive Access Arrangements (IAAs)	9
e. Examples of IAA as implemented in the school	11
f. Learning Support	11
g. Student counselling and social-emotional learning	12
h. Teacher support	13
i. Language Support	13
6. Bibliography	14
Neurodevelopmental Conditions as SEN	16

1. Mission Statement

a. School

At H-FARM International School Vicenza we are committed to empowering students to become successful lifelong learners in today's diverse global society. In a warm, stimulating learning environment, we support the potential of every child to become knowledgeable, proactive and curious students and internationally-minded citizens.

b. On Inclusion

H-FARM International School Vicenza (H-IS Vicenza) recognises that every student is an individual with a unique learning journey. The school is committed to providing inclusive learning environments in which all students are heard, accepted, valued, and safe. We promote a culture that embraces diverse learning styles and supports all learners in working towards shared educational goals.

The responsibility for identifying and removing barriers to learning is shared by the entire school community. Through a collaborative and nurturing approach, H-IS Vicenza seeks to equip every student with the skills, independence, and confidence necessary to reach their full potential.

2. Document Purpose and Review

This document updates the H-FARM International School Vicenza Inclusion Policy 2023-2024, outlining the conceptual and legal framework on inclusion and access followed by the school. It describes the resources, processes, and activities related to inclusion and access to learning at H-IS Vicenza. Where not otherwise specified, the school adheres to the principles and procedures set out in the *International Baccalaureate Inclusion and Access Policy (2016)* while ensuring consistency with national regulations.

This policy has been prepared by the Inclusion Team, reviewed by the school community, and approved by the Pedagogical Leadership Team (PLT) for the 2025–2026 academic year. It will be reviewed again at the end of the school year by the Inclusion Team.

3. Approach to Inclusion at H-FARM International School, Vicenza

a. IB Framework

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.

The teaching approach at H-IS Vicenza aligns with the IB framework by embodying the learner profile:

- It is caring and knowledgeable, recognising and celebrating diverse learning paths and needs, and applying the principles of Universal Design for Learning.
- It is principled, ensuring equitable opportunities for students to learn and achieve the best version of themselves.
- It is balanced, embracing a holistic view of the student and giving due importance to both well-being and learning.
- It is communicative, actively promoting a philosophy of inclusion within the school community and beyond.
- It is open-minded, courageous, and reflective, adopting and testing innovative tools and strategies to support learning needs, acknowledging that such needs are inherent to all learning, and encouraging students to reflect on and establish their own best approaches among the many available.

b. Italian Framework and Compliance

As noted in the Definitions section, Italian legislation promotes a similar culture of inclusion, as reflected in:

- Law 517/1977 and 104/1992 – which abolished special education programmes and promoted the inclusion of students with disabilities in regular classrooms, introducing *sostegno* (learning support) teachers and later establishing IEPs and multidisciplinary support teams within schools.
- Law 170/2010 on specific learning disorders in schools, which recognised, defined, and established support and inclusion measures.
- Ministerial Directive 27/12/2012 on intervention tools for students with special educational needs, which extended inclusion measures to all students.

c. Compliance

The processes established by the school are discussed in the “Inclusion Practices at H-FARM International School Vicenza” section. In line with national requirements, the school:

- Establishes a Personalised Educational Plan (PEP) for students diagnosed with a specific learning disorder and for students with a special educational need according to the Ministerial Directive 27/12/2012 and upon approval of the teaching team.
- Establishes a multidisciplinary team to compile an Individualised Educational Plan (IEP) for students with a disability and/or another condition of recognised severity (as defined by Law 104/1992, art. 3, c. 3).
- Drafts and regularly reviews this Inclusion Policy.
- Adjusts learning, teaching, and assessment in line with best practices, PEPs, and IEPs, and reviewing their impact.
- Promotes inclusive practices by extending the principles of Universal Design for Learning to all students with additional needs, particularly those with socio-economic or linguistic disadvantage.
- Removes physical barriers to access, including through the use of assistive technology.

4. Resources, Rights and Responsibilities

H-IS Vicenza implements an Inclusion Programme coordinated by Primary and Secondary SENCOs, who ensure alignment with IB principles and national requirements. Based on the special needs, SENCOs coordinate the drafting of the PEPs/IEPs, liaise with families, teachers, and external specialists. The Primary SENCO promotes early identification and supports teacher differentiation, while Secondary SENCOs also support compensatory strategies development and examination accommodations. SEN tutors deliver targeted support on Inclusive Access Arrangements (IAAs) and collect evidence to guide educational planning. Teachers embody inclusive practices in class, adapt teaching, and provide feedback on accommodations.

The school facilities support accessibility through ramps, lifts, accessible restrooms, and an Inclusion Room equipped with specialised tools. Devices, software, and adapted reading materials further ensure access to learning.

The PLT oversees legal compliance, resources, and student well-being, with authority to decline admission where support cannot be guaranteed. SENCOs and SEN tutors are given time and resources to promote equity, liaise with families, and safeguard confidentiality. Teachers receive training and support, families are recognised as key partners, and students are entitled to safety, inclusion, and respectful collaboration within the learning community.

5. Inclusion Practices

a. Identification and Review of Needs

At admission, parents are asked to inform the school of any physical, educational, or learning needs through the admission form.

- i. Families are required to declare an existing need and attach relevant documentation (e.g., psychological evaluations, medical reports, or past PEP/IEP).
- ii. If no need is identified at admission, no further inquiry under the inclusion policy is made, and any later identification arises from the screening and monitoring of learning.

If needs are known at the time of the admission process:

- The Admission Manager informs the PLT and the relevant SENCO of students' needs.
- The SENCO and/or Head of Programme reserves the right to request further information if documentation is incomplete or additional details are needed to draft a PEP/IEP.
- If required accommodations exceed the school's current capacity to provide them, or could only be met in a way that is not optimal for the student's well-being, the PLT reserves the right to
 - propose a conditional PEP/IEP requiring the involvement of an external specialist, under the guidance of the SENCO, as a condition for admission.
 - Reject the admission request¹

If no needs emerge at the time of the admission process, the PLT and SENCOs:

- Monitor progress meetings, child/student logs, as well as teacher² and family inputs to evaluate whether the learning and/or progress of students meets expectations or requires additional support.
- Coordinate screening tests to assess student learning and evaluate the emergence of any learning needs.

The school recognises the utility of standardised screening tests as being fundamental to complement (but never substitute) in-class educational evidence in the detection of learning needs. In particular,

¹H-IS Vicenza is committed to being inclusive, on the condition that the school's educational environment can support the student's needs. If the school's resources cannot guarantee this, the student's well-being is given priority as a last resort.

² In the PYP, teacher inputs are collected during class meetings and staff meetings

- The International Schools' Assessment (ISA)³ is a standardised test in mathematical literacy, scientific literacy, reading, and writing (in English). It is a useful tool for comparing student and class proficiency with that of other international schools. Students take the ISA in MYP 1, MYP 3, and MYP 5.
- Psychometric assessment testing⁴ Mathematics (*AC-MT 6-11 and 11-14, MT Kit Scuola – Matematica*) and reading comprehension (*MT Kit Scuola – Italiano classi 1-2 and 3-4-5 primaria*) are more aimed at detecting specific learning difficulties. In secondary school, students are screened with such testing in MYP 2 and MYP 4.
- Italian spelling accuracy (“Nuovi dettati - classi 1[^]-2[^]”; “Nuovi dettati - classe 3[^]”; “Nuovi dettati - classi 4[^]-5[^]” and “Il libro dei dettati, classi 1[^]-5[^]” Ed. Erickson)

If sufficient educational evidence suggests a learning, behavioural, or social difficulty, the SENCO works with teachers to promote differentiation and support measures to address the need. The SENCO and PLT may also contact the family to share insights and gain a clearer understanding of the difficulty.⁵

If these measures prove ineffective, the SENCO evaluates whether a learning or behavioural disorder may be present, recommends further investigation by an external specialist, and provides guidance to the family.

If clear educational evidence indicates a possible learning, behavioural, or social disorder, the SENCO meets directly with the family to provide guidance and contacts for a psychological evaluation. The SENCO then informs teachers and promotes differentiation.

When parents are invited to proceed with an external screening or evaluation, the family is expected to provide the school with updates within two months and to share the specialist's report as soon as it becomes available^{6,7}.

b. Neurodevelopmental Conditions as SEN routinely identified in the school

Neurodevelopmental conditions are a group of disorders that affect the development and functioning of the nervous system, impacting learning, behaviour, and communication. Although

³ Set in place by the Australian Council for Educational Research (ACER, <https://www.acer.org/au/isa>)

⁴ The tests are designed in Italian with an Italian State School population as the reference group, and are administered in translation to students who are not native Italian speakers.

⁵ In the PYP, the homeroom and Italian Teachers may also be involved.

⁶ The school generally recommends specialists who can provide an evaluation as soon as possible, but acknowledges that—especially when services are requested through the national health system—the process can be lengthy. Cooperation is expected nonetheless.

⁷ While families have the right to withhold psychological evaluation data or other relevant information, if they choose to do so—or fail to share existing documentation—H-IS Vicenza reserves the right to reject future admission for the student, as this would constitute a breach of inclusion principles and trust.

these conditions are permanent due to their neurological basis, their manifestations can change over time as an individual grows from childhood through adolescence into adulthood—hence the term “neurodevelopmental.”

The ways in which such conditions affect learning, behaviour, and communication can vary between individuals. Examples include but are not limited to:

- Autism Spectrum – a range of conditions primarily characterised by difficulties in social interaction, communication, and sensory processing.
- Attention-Deficit/Hyperactivity Disorder (ADHD) – a condition affecting attention, impulse control, and/or motor activity regulation.
- Specific Learning Disorders (SLDs) – conditions that impair the acquisition or use of reading, writing, or mathematical skills.
- Giftedness and High Cognitive Potential – a condition involving significantly above-average cognitive functioning and skills, which require tailored educational approaches.

Because these conditions typically require adaptations in teaching and learning approaches, they are recognised as Special Educational Needs. Appropriate accommodations are put in place to ensure that teaching and learning remain as effective and inclusive as possible (see section 5d. Inclusive Access Arrangements).

c. Record Keeping

H-IS Vicenza commits to the fair use of student information, whether disclosed by families or collected through educational activities (e.g., screening, assessment data, and logs).

Psychological documentation, screening data, and PEP/IEPs are shared only with the PLT, SENCOS, and SEN tutors and are stored in digital and/or physical form.

Teachers are informed of student accommodations through digital and physical copies of the corresponding PEP Overviews, but they do not have access to the full documentation. In the PYP, Teachers can also access the psychological documentation and the results of internal screening.

All student documentation is kept in a confidential individual file for the duration of their time at H-IS Vicenza and, in line with Italian law, only for a minimum amount of necessary time after a

student leaves the school.

d. Inclusive Access Arrangements (IAAs)

IAAs are the practical application of a PEP through differentiated educational practices.

The school aligns with the IB in promoting accommodations based on the principle of optimal support, “which means that access arrangements must be accurately planned to remove or reduce barriers; they must be neither more nor less than what the student requires.”

Placing student needs at the core and taking into account the recommendations outlined in psychological evaluations, the following IAAs are those routinely implemented in school:

- Clear, short, step-by-step instructions and other forms of scaffolding.
- Reading supports, such as text-to-speech (TTS) software, human readers, simplified or large-print text, and dispensation from reading aloud in front of the class.
- Writing support, such as speech-to-text (STT) software, scribes, word processors with spell-check enabled, reduced emphasis on spelling accuracy in assessments, graphic organisers, mind maps, and structured templates.
- Timing and scheduling adjustments, such as extra time, breaks during activities, flexible start/end times, and splitting tasks over multiple sessions, reduced the number of exercises without compromising core learning objectives.
- Sensory and environmental adjustments, such as quiet, low-distraction spaces, noise-cancelling headphones and access to sensory aids.
- Use of manipulatives and hands-on activities.
- Positive reinforcement, self-monitoring tools, and token systems.
- Opportunities for advanced projects, independent research, or creative extensions.
- Flexible grouping and peer tutoring.

Because the PEP guides learning, teaching, and assessment, IAAs are effective in promoting optimal student learning only when they are applied consistently – not just in classroom instruction, classwork, and homework, but also in assessments.

In assessment, IAAs cannot influence grades or achievement levels, as all students are assessed according to the grading systems of the corresponding programme (PYP, MYP, or DP).

As previously mentioned, IAAs also cannot alter the content being assessed⁸, with exceptions

⁸However, in the PYP and MYP, the extent of repetitive questions or tasks – testing a single assessment criterion within an assessment—may be reduced. In the DP, where assessment strategies are designed to mirror external examinations, no reduction of content is permitted; only extra time or deferrals are possible.

considered only while the student is enrolled in the PYP and MYP programmes⁹

Ensuring IAA use in the Diploma Programme external examination is crucial to ensure students are assessed fairly at the end of their academic career. The SENCO and Programme Coordinator ensure that IAA requests are illustrated to the family and student before they are forwarded to the IB. After a PEP is agreed on, the official request is made to the IB, and once the school receives communication regarding their approval, prompt communication is sent to students, families, and teachers.

The SENCO or Programme Coordinator must receive sufficient and up-to-date¹⁰ documentation in order to evaluate which IAA are possible and which should be implemented based on educational evidence and parameters determined by the IB. For this reason, such documentation needs to be submitted:

- If no pre-existing documentation is available to the school prior the admission into the DP, as soon as it is possible to ensure IAA requests are aligned with the student's way of working.
- If pre-existing documentation is available to the school **and** IAA requests align with the student way of working, preferably before October 1st of the year prior to the examination¹¹, so that proper time is dedicated to the preparation of the supporting documentation,
- In any case, not **past November 10th**.

The IB, and therefore the school, cannot guarantee that any IAA request past the deadline is accepted.

It is worth noting that not all IAAs can be guaranteed by the IB. In particular:

- Being exempted from learning a second language.
- Any accommodation administered by a family member or by a person with a conflict of interest.
- During the DP exam, any accommodation involving pre-existing written material.
- During the DP exam, accommodations indicated in certified diagnoses or psychological evaluations that do not align with the Inclusion and Access Policy,

⁹This is particularly relevant in cases of intellectual disabilities and borderline intellectual functioning. In certain situations, the school considers working within the student's zone of proximal development and safeguarding well-being more important than strict equality in assessment. At the DP level, however, deferrals are considered instead.

¹⁰ ie. a psychological evaluation by a qualified professional which is three years or more recent

¹¹ For the November session, the deadline is April 15th, but if an IAA request was submitted to the IB for an earlier session, it remains valid for all later sessions

therefore not fully complying with Italian legal requirements.

No grade is awarded by the IB in any subject for which accommodations were granted without being previously approved.

e. Examples of IAA as implemented in the school

Condition	Student need	IAA
<i>Autism spectrum - ADHD</i>	Difficulty in comprehension of implicit expectations, time management	Task scaffolding as a graphic organiser (table) with clear, objective directions. Spaces in the table and explicit timing added to prompt adequate student work.
<i>Severe dyslexia</i>	Difficulty with reading and reading comprehension, written expression	Digital copy of all class material available, accessible via reading software. 50% ET. Prompt and examples given in formative assessment to model adequate expectations.
<i>Giftedness</i>	Lack of motivation, difficulty in making procedures clear and explicit	Extension topics provided once the student scores 90% or higher in a knowledge-based formative assessment. The student conducts a seminar on the mastered topic, guiding revision.

f. Learning Support

Learning support programmes can complement a student's PEP, particularly by supporting the development of personalised strategies and building proficiency with IAAs that require specific training.

For instance, programmes may focus on using TTS software to enhance reading comprehension, developing graphic organisers to support written expression, or practising timed strategies to improve attention.

Learning support programmes:

- Promote in-class differentiation or implementation of specific strategies in context

- May address a specific learning goal, within a defined time frame, and to overcome a particular challenge the student is experiencing. This could be done out-of-class when achieving the learning goal benefits from a differentiated setting, such as during study periods or after-school clubs.

Learning support programmes are coordinated by the SENCOs to personalise each support to the student's need. Each programme is recorded in the PEP.

SEN Learning support differs from regular differentiation—part of everyday teaching—in that it requires additional support from a specialist. For this reason, the school reserves the right to apply an additional fee.

The school reserves the right to implement urgent, temporary learning support programmes as an extension of regular teaching, when this is in the student's best interest.

The SENCO and SEN tutor ensure that out-of-class support does not reduce a student's ability to meet the learning goals expected for their year group.

g. Student counselling and social-emotional learning

At H-Farm International School, Vicenza, we aim to support positive behaviour and encourage good practices across our community. Every teacher is considered a personal and social education teacher. Personal and social education is intentionally planned and embedded in the IB learner profile, which permeates the entire IB continuum. The PLT collaborates with teachers to create a positive learning environment where students feel trusted and accepted.

- We recognise that some students may face temporary barriers in their educational journey due to behavioural difficulties. Teachers are supported by the SENCO and the PLT in implementing individual, group, or class plans to address these challenges.
- Collaboration with families is essential. The PLT in collaboration with the SENCO or teachers will arrange specific meetings with parents in order to share the aforementioned plans.
- In case students are still facing difficulties, the school might ask families for external support from a specialist.

Students are encouraged to contact their Homeroom teachers in the EYU & PYP and form tutors in the MYP & DP.

Additionally, MYP and DP students are given the possibility to contact members of the PLT via an anonymous form.

In the MYP programme, students take Social Emotional Learning as a subject (one period a week), to develop their skills and discuss sensitive topics

The inclusion programme is also extended by

- **Sexual Education courses**, organised by the PLT at the MYP with an external specialist.
- **Neurodiversity Awareness Week**, organised by the SENCOs around the International Neurodiversity Celebration Week

The *Behaviour policy* addresses any details not specified otherwise .

h. Teacher support

SENCOs provide guidance and professional development to teachers as part of their role. They do so during Inset days, staff meetings, and collaborative meetings in accordance with the PLT.

During start-of-year Inset days, they lead a yearly SEN review to refresh student profiles, update existing PEPs, and introduce additional needs to new staff members.

Staff meetings also represent a moment where SENCOs promote professional development, collect information about emerging needs and communicate updates on pre-existing profiles. They also can participate in department meetings for specific planning support.

Aside from staff meetings, teachers can freely consult professional development materials shared on the school shared Drive.

Respecting confidentiality, teachers are informed about student profiles either via the PEP or other means, including an understanding of student characteristics, compensatory strategies and tools, as well as dispensation and assessment strategies.

i. Language Support

According to Italian law, students who are not proficient in the language of instruction – English or Italian – fall under the category of SEN, as previously mentioned.

At the same time, the school is inherently multilingual, and the H-Farm International School Vicenza *Language Policy* covers all relevant considerations of the language support and acquisition programmes.

Early identification of language needs is regulated by the *Admission policy*, instead.

6. Bibliography

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