

INCLUSION DEPARTMENT

HANDBOOK

and

INTERNAL REGULATIONS

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ACE Of BRUSSELS INTERNATIONAL SCHOOL

Inclusion Department Handbook and Internal Regulations

Final Version – Compliant with Belgian Law

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1. Overview of the Inclusion Department

The Inclusion Department ensures that all students can participate fully in daily school activity, in line with Belgian law, international conventions, and best educational practice, while respecting each student's dignity, wellbeing, and right to appropriate support.

The school provides support through two distinct frameworks, addressing academic access, social inclusion, emotional wellbeing, and participation in school life, depending on the student's needs and level of support required.

The level of support is assigned based on an assessment deemed appropriate by the educational team. Regardless of where the child is placed at any point during the year, it may be reviewed, adjusted, or discontinued as the student's needs evolve.

1.1 Inclusion Programmes

Inclusion Programmes are structured pathways designed for students who require ongoing, organised, and intensive support.

These programmes operate through three sections:

- ACE RISING – Early Years & Primary
- ACE PLUS – Secondary
- ACE CONNECT – Intensive learning and support program

Students enrolled in the Inclusion Programme are included in the mainstream system according to their academic abilities, social inclusion abilities, emotional regulation, and developmental profile. This may include full-time inclusion, partial inclusion, social activity inclusion, or activity-based inclusion.

1.2 Support Hours

Support Hours are designed for students who do not require full enrolment in an Inclusion Programme but who benefit from targeted support in class or outside the classroom.

Key features of Support Hours:

- Available for any age group and any class level
 - Delivered within the mainstream setting
 - Allocated as either 5 hours or 10 hours per week, depending on the student's needs
 - Focused on access to learning, social inclusion, emotional regulation, participation, and independence
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2. Legal Framework

The Inclusion Department operates within the following legal and regulatory framework:

- Article 22ter, Belgian Constitution – Right to inclusion and reasonable accommodations
- Federal Anti-Discrimination Act (10 May 2007)
- Decrees on Inclusive Education (Fédération Wallonie-Bruxelles)
- United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), Article 24

The school is legally obliged to provide reasonable accommodations unless these constitute a disproportionate burden.

3. Inclusive Practice and Reasonable Accommodations

3.1 Inclusion programmes

Students may join an inclusion programme at the discretion of the educational team, considering their academic, learning, behavioural, and developmental needs.

Every student enrolled in the RISING, CONNECT, or PLUS programmes receives an Individual Learning Plan (ILP), which is developed by the educational team in collaboration with parents after a multi-week observation of the student's functioning at school.

The ILP:

- guides learning for the academic year, and
- highlights key focus areas alongside daily classroom learning.

Unless agreed otherwise, students in the programme also receive:

- Two individual 45-minute sessions of Speech and Language Therapy per week, and
- Two individual 45-minute sessions of Occupational Therapy per week.

Each student has a Case Manager, who monitors daily progress and acts as the main contact between parents, the student, teachers, and the educational team.

Parents may share professional assessments to support planning.

All decisions regarding ILPs and therapy remain the responsibility of the school, based on professional observation.

3.2 Support hours

Students receiving 5 or 10 hours of additional support are supervised by a Case Manager, who is a member of the Inclusion Team.

These support hours may be delivered within the classroom or through withdrawal sessions, depending on the agreement with the family, the individual needs of the child, and the school's organisational capacity.

Support provision is regularly reviewed to ensure it remains aligned with the student's progress and evolving needs.

4. ILP Team Roles & Responsibilities

To ensure consistent, high-quality support, it is essential that all team members collaborate effectively. The roles and responsibilities of each team member are defined as follows:

Role	Responsibilities
Class Teacher	Welcomes the student in the mainstream classroom and delivers the curriculum at the student's level.
Head of School	Provides overall leadership and strategic oversight of the school, ensuring that policies, supports structures, and inclusive practices are implemented appropriately.
Head of Inclusion	Sets ILP goals, oversees inclusive support, leads ILP meetings, and tracks progress.
Parents / Legal Guardians	Supports learning and wellbeing at home and maintains consistency with school programs.
Case Manager	Supports the student in class, adapts tasks if needed, assists with care or safety, and monitors progress and engagement.
Speech Therapist	Develops speech, language and communication skills, sets therapeutic goals, monitors progress, and provides support as needed.
Occupational Therapist	Develops motor and sensory skills, sets therapeutic goals, monitors progress, and provides support as needed.

5. Safety and Behaviour Support

Working with students with special needs may sometimes require staff to provide physical support. Students may exhibit challenging behaviours towards themselves, others, or staff due to communication difficulties, emotional regulation challenges, overstimulation, or other factors.

5.1 Physical Guidance

Low-intensity physical support may be provided to students as part of daily school activities, such as guiding a student by the hand, placing the hand on their back or shoulder to support safe transitions, movement around the classroom, or other routine activities. No formal documentation is required for these low-intensity actions of support.

5.2 Emergency Intervention & Behaviour Management

High-intensity interventions are used only when there is an immediate risk to the safety of the student or others, and must be documented, reviewed, and communicated to parents. Preventive and positive strategies are always prioritised to reduce the likelihood of escalation. Temporary adjustments to routines or environment may be applied only to manage immediate safety risks and are not intended as long-term measures. These are at the discretion of the Head of Inclusion alongside the leadership team at school.

6. Personal Care & Toileting

At school, we aim to support each child's safety, dignity, participation, and independence. When needed for students, one of our inclusion staff may provide basic personal care or toileting support, in collaboration with parents. All support provided at school is educational and developmental, not medical.

6.1 What the school can support

The school can provide guidance and support with personal care when this helps a child take part in school life and develop independence. This may include:

- Supporting a child after an accident (urine or stool) during the school day.
- Guiding a child through toileting routines, including verbal or physical prompting.
- Supporting basic hygiene routines, such as wiping after toileting, washing hands, or changing soiled clothing or protection.
- Guiding students in the use and organisation of menstrual hygiene products, with respect for privacy and dignity.
- Supporting children who are learning to become toilet independent, including guiding them to change a pull-up or themselves as part of this learning process.

In all cases, the focus is on guiding and supporting the child, not physically doing everything for them. Independence is encouraged and regularly reviewed.

6.2 What the school cannot provide

As an educational setting, the school cannot provide medical care or full personal care. This means that the school does not:

- Change diapers for a child as a routine task, especially when this is needed several times per day.
- Fully wash or clean a child's body as part of daily care.
- Provide care that requires medical expertise or clinical responsibility.
- Take on care needs that go beyond what can reasonably be offered in a school environment.

If a child requires frequent full care, repeated daily changing carried out entirely by adults, or any medical intervention, this remains the responsibility of parents and/or medical professionals.

6.3 Review and limits of support

The educational team regularly reviews each child's needs and level of independence. If it is determined that a child's personal care needs exceed what can reasonably be supported at school, parents will be informed and the school may conclude that it cannot continue to meet the child's needs within the current placement.

7. Medical Confidentiality & Data Protection

- All practices comply with GDPR and applicable Belgian data-protection laws.
- Medical, educational, and assessment information is accessible only to staff directly involved in the student's learning, wellbeing, and inclusion.
- Parents/legal guardians consent to relevant information being shared internally among staff involved in support.
- This may include, where appropriate: class teachers, case manager, therapists, school leadership, playground supervisors, and other designated professionals.
- Parents/legal guardians may request access to or correction of data at any time.

- No information is shared externally without explicit parental consent, unless legally required.
 - All staff are bound by strict confidentiality obligations.
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8. Limits of Provision and Continuation of Support

8.1 Review and Adjustment of Support tiers

The educational team reviews each student's needs continuously throughout the school year. Following discussion with parents and a collective decision by the full educational team, the student may be moved to a different tier of support (e.g., 5/10 hours, RISING programme, PLUS programme, or CONNECT programme) during the year or at the end of the year, based on their academic, social, and developmental needs. Final decisions regarding changes to the level of support remain at the discretion of the school leadership team.

8.2 Continuation of Support for the Next School Year

If the educational team determines that a student's needs can no longer be met safely or effectively within their current level of support, the student's participation in the school's support provisions may not be renewed for the following school year. This applies to all students receiving support, not only those enrolled in an Inclusion Programme.

This decision may occur if:

- The educational team concludes that the student requires a higher level of support than currently provided, and parents do not agree to increase the support; or
- Even the highest level of support the school can reasonably provide is insufficient to meet the student's needs safely and effectively.
- Such decisions are made collectively by the leadership team.
- Parents are informed in advance to allow sufficient time for planning and, where possible, to support them in finding a school or programme better equipped to meet the student's needs.
- This course of action is considered only after all reasonable accommodations and levels of support have been implemented and reviewed, and always in the best interest of the student's learning, development, and wellbeing.

- If other school policies (behaviour management policies) have been practised and were unsuccessful or extinguished

8.3 Possible Withdrawal if Support Cannot Be Provided Mid-Year

In rare cases, if the school leadership team determines that the school can no longer meet the student's needs or ensure the safety of the student or others, the continuation of the student's enrollment may not be possible.

- This decision is made collectively by the leadership team.
- Parents are informed well in advance to allow sufficient time for planning.
- Where possible, the school will assist parents in identifying an alternative educational setting that is better equipped to meet the student's needs.
- If other school policies (behaviour management policies) have been practised and were unsuccessful or extinguished

Such a decision is considered only as a last resort, after all reasonable accommodations and levels of support have been implemented and reviewed, and always in the best interest of the student and other students.

9. Staff Training & Inclusion Development Days

Staff may attend mandatory training and inclusive development days, typically up to 1–2 days per year. During these days, students in the Inclusive programs do not attend school. Parents are informed in advance of these training sessions. The purpose of the training is to ensure that all staff maintain safe, professional, and legally compliant practices while supporting students with diverse learning, social, and developmental needs.

10. Legal References

1. Belgian Constitution, Article 22ter
2. Federal Anti-Discrimination Act (10 May 2007)

3. Inclusive Education Decrees – Fédération Wallonie-Bruxelles
4. UN Convention on the Rights of Persons with Disabilities, Article 24

11. Inclusion model at ACE of Brussels International School (Three-Tier Model)

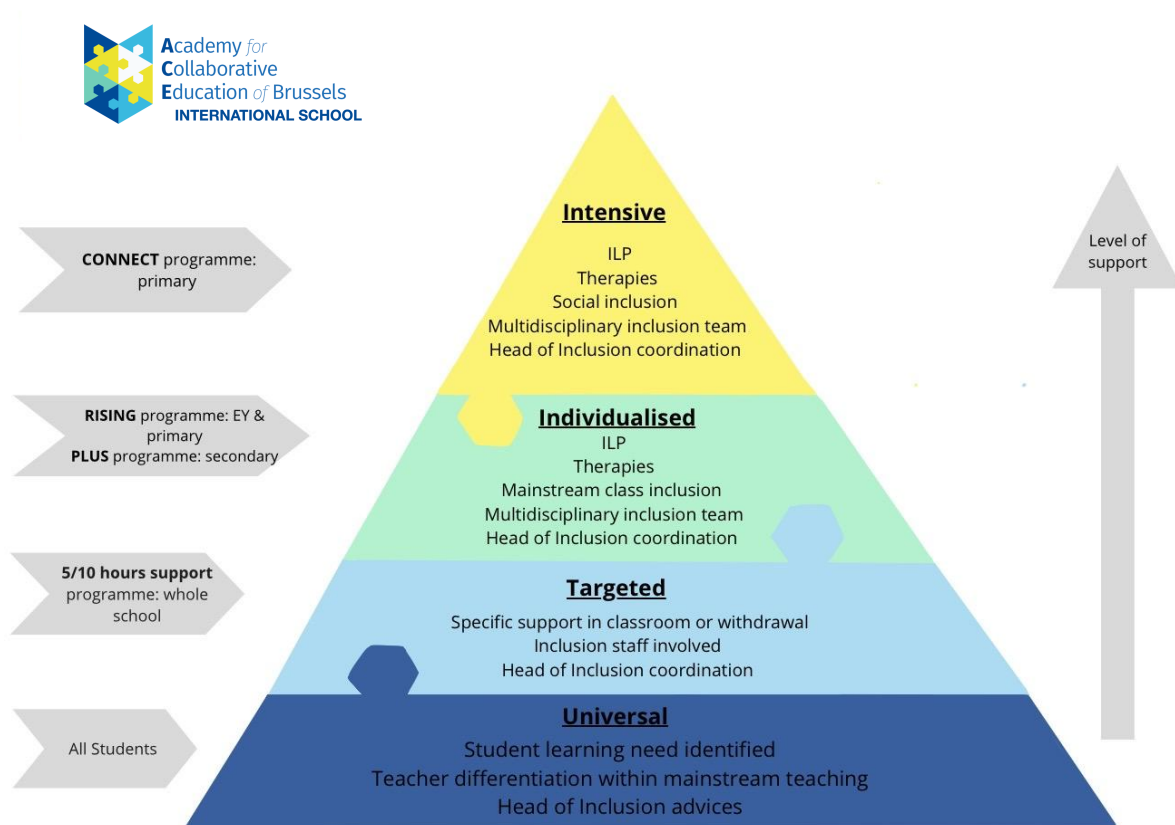


Figure 1. Four-Tier Student Support Model (RTI)

Developed internally by ACE of Brussels International School, based on the Response to Intervention (RTI) framework (Fuchs & Fuchs, 2006).