



Söderportgymnasiet

International Baccalaureate Diploma Program

Inclusion Policy

Academic Year 2016/2017

Philosophy

The PreDiploma year and the IB Diploma Program years at Söderportgymnasiet fall under the national Swedish law concerning inclusion of all students. We adhere both to the national policy and the IBO policy on inclusive education.

In the Swedish Education Act (2010:800) Chapter 3, §3 it is made clear that:

“All children and students will be offered the support and stimulation that they require in their learning process and their personal development in order to achieve the goals required in every educational program to the best of their ability. Students who have difficulty in reaching the goals and obtaining the required knowledge due to any learning disabilities will be given support that aims at counteracting the consequences of these disabilities.” Lag (2014:458).

http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skollag-2010800_sfs-2010-800

In the IB resource document Learning Diversity and Inclusion in the IB programs (2016) it is stated that:

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers”

The faculty and staff at Söderportgymnasiet’s IB Diploma Program work together to provide an environment that is supportive of all our students. To this end the School Health Team (EHT Team) provides support through specialists such as mentor teachers, social counselor, nurse, career counselor and special education teacher. On referral all students also have access to a medical doctor and a psychologist. The EHT team operates under the “open door policy” and students and parents are welcome to contact them at any time. For more information on our EHT team, please refer to our homepage at <http://www.kristianstad.se/sv/Skolportaler/Soderport/Elevhalsoteam/>



Student Screening

IB students meet the different members of our EHT team for screening at the beginning of their first school year at Söderportgymnasiet. Information includes reports of any health issues and inclusion arrangements from previous schools and is shared with appropriate IB faculty and staff. Through these meetings each student's need for special inclusion arrangements is identified and access to the support system is initialized. Any special arrangements are closely documented and stay in the student's personal file with the mentor teacher.

- The nurse conducts a health interview with all students.
- The special education teacher tests all students in Swedish and English spelling and reading comprehension.
- The mentor teacher discusses students' study skills and personal goals and introduces the student to the IB Learner Profile self- assessment procedure.

Student Monitoring

Each student is assigned to a mentor teacher that follows the student throughout their two or three years at Söderportgymnasiet. The process of student monitoring throughout the academic year can be illustrated in the figure below.

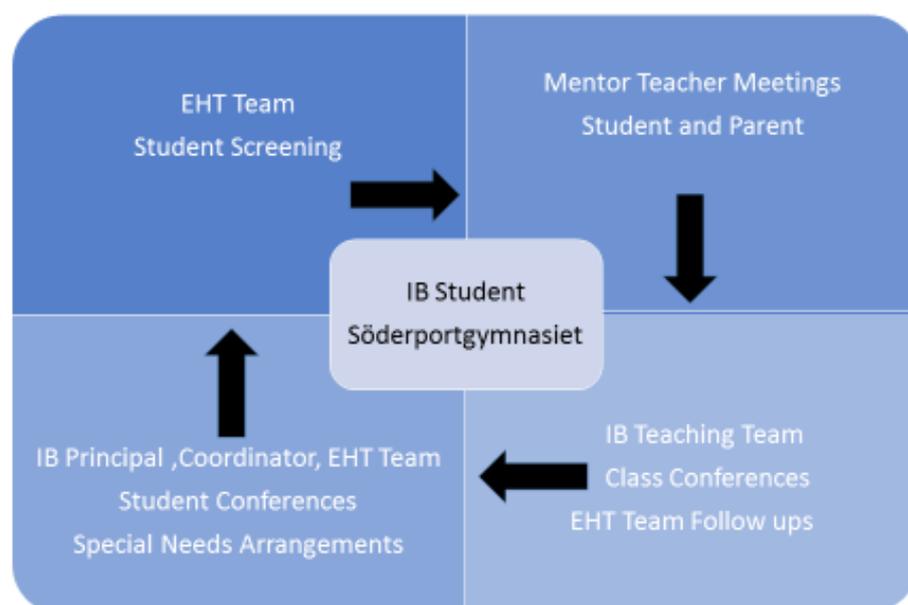


Fig. 1. The annual process of monitoring IB students at Söderportgymnasiet.



The mentor teacher receives relevant information on each student's screening results at the beginning of the academic year. The mentor teacher confers regularly with the students and their parents to monitor the student's progress both academically and concerning their personal development. In these meetings, the student's goals and objectives are identified together with academic progress and results. The IB Learner Profile Self-Assessment and the development of the student in this respect is also regularly evaluated.

In addition, the mentor teacher receives information from the class conferences held by the IB teaching staff, in which academic progress for each student is conferred by the student's subject teachers. Additional monitoring is achieved through the regular follow up meetings by the EHT Team and the IB Principal.

In case special provisions are necessary, the mentor teacher initializes contacts with the EHT team, i.e. the special education teacher, the nurse, the social counselor or the career counselor. The mentor teacher keeps the IB Coordinator duly updated. Documentation of any plans and subject support as well as special arrangements is kept with the mentor teacher in the student's personal portfolio.

The final decision on special arrangements and provisions are made with the IB Principal and IB Coordinator, who meet students and their parents together with appropriate members of the EHT Team and the student's mentor in Student Conferences.

Student Assessment and Special Needs in the IB

"The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- *learning disabilities*
- *specific learning difficulties*
- *communication and speech difficulties*
- *autism spectrum disorders*
- *social, emotional and behaviour challenges*
- *multiple disabilities and/or physical, sensory, medical or mental health issues.*

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered." [IBO Handbook of Procedures 2016, A7.1.1](#)

At Söderportgymnasiet we recognize our responsibility to determine whether accommodations can be made for individual students in accordance with IB policy. Upon a decision for special arrangements have been made in a student conference, the IB Coordinator makes a formal request to the IBO for special assessment arrangements using the appropriate forms (D1/D2). This application will be



supported by the necessary documentation. Approval of the application for special arrangements is made by the IBO and communicated to the IB Coordinator. The decision is then conferred to student, parents, IB teaching staff and the EHT Team.

It is important to understand that any accommodation in the examination procedure is available only to compensate those students who would otherwise be disadvantaged due to learning difficulties and who would be prevented from demonstrating their ability under fair assessment conditions.

Implementation and evaluation of the Inclusion Policy

The assessment policy document and its implementation is the responsibility of the IB Coordinator, who works in collaboration with the IB Head, IB teaching staff, EHT Team and the IB students. In IB faculty meetings and IB student program council meetings the document is evaluated and reviewed annually.