

International School of Kungsholmen

Inclusion Policy

Our Philosophy on Inclusion

Inclusion for us is the continual effort to increase access and engagement in learning for **all** students, as we believe that everyone in our school is capable of great personal success.

At ISK we accept everyone the way they are and we welcome diversity in all its forms. To support the inclusion of all students, we work towards a strong school community that promotes mutual respect and encourages support and collaboration amongst its members. All adults in our school are educators of all students and so we work together to identify and remove possible barriers to successful learning.

Our philosophy and policy on inclusion are founded on the IB guidelines, as well as on Swedish and international laws. The following documents were taken into consideration when creating our access and inclusion policy:

- ★ Swedish Education Act ([Skollagen](#) 2010:800, 4 § and [Skollagen](#) 2010:800, 9 §).
- ★ Swedish Act against Discrimination ([Chapter 3 of the Discrimination Act](#))
- ★ [U.N. Convention against Discrimination in Education](#), to which Sweden is a signatory.
- ★ The United Nations (UN) Convention on the Rights of the Child, which was incorporated into [Swedish law](#) on 1 January 2020.
- ★ [What is an IB education? \(IBO, 2019\)](#)
- ★ [Access and Inclusion Policy \(IBO, 2018\)](#)
- ★ [Meeting Student Learning Diversity in the Classroom \(IBO, 2019\)](#)
- ★ [Learning Diversity and Inclusion in IB programmes, Removing barriers to learning \(IBO, 2016\)](#)
- ★ [The IB Guide to Inclusive Education: a resource for whole school development \(IBO, 2019\)](#)
- ★ [Using UDL in the IB classroom \(IBO, 2016\)](#)
- ★ PYP: From Principles into Practice
- ★ [New Programme Standards and Practices \(IBO, 2020\)](#)

Our policy implementation is based on the new Programme Standard and Practices (2020) and particularly on Standard 0301, Practices 2 and 6 (see table 1 in Appendix), which define the guidelines for the creation of a school culture that acknowledges and celebrates inclusion.

The entire school team has been included in the creation and the review of the policy and the viewpoints of all members of the school community (parents, students, educators and other staff) have been taken into account. Our school policies are to be regularly reviewed by all members of the school community based on our Policy Review Cycle.

Rights and responsibilities

At ISK, we always strive to make sure that all learners and adults in our school share equal rights and opportunities. It is the shared responsibility of all members of the community (learners and their families, educators and other staff) to ensure these rights are protected.

The right to inclusive and open-minded learning environments.

- ❖ **The school** in collaboration with the guardians should promote a *positive learning climate*, where everyone's voices are heard and everyone's differences are celebrated.
- ❖ **The school** should embrace and promote the use of the *IB Learner Profile* in all aspects of school life and by all members of the school community.
- ❖ **The school** should be committed to promoting *international mindedness*.
- ❖ **The school** should work closely with the families of the students, so that both school and home encourage an environment that promotes the *well-being and development of the learners*.
- ❖ **Educators** should provide ongoing *opportunities to discuss and reflect on diversity* in ethnicity, religion, language, gender, sexual orientation, social background, academic readiness and physical ability.
- ❖ **Educators and all staff** should *embrace and celebrate student diversity* through the use and display of different languages, visuals and books in the classroom making use of both *local and global contexts of reference*.
- ❖ **All school community members** should be given opportunities to share their own cultural traditions and stories in discussions and be valued and accepted for their personal and cultural identities.
- ❖ **All school community members** should *make sure that everyone feels included in different social aspects of school life* and that the learners are able to voice their opinions.
- ❖ **All school community members** should ensure that *new learners* in the school community, as well as their families, *are welcomed and are offered a sense of belonging*.

The right to education without barriers in learning.

- ❖ **The school** should make sure there are *processes in place that help remove barriers to learning* for every member of the school community.
- ❖ **The school** should promote the use of *Approaches to Learning*, so as to increase participation for all learners and to inspire a lifelong quest for learning.
- ❖ **The school** should make sure that *differentiation is reflected in its collaborative planning processes*.

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- ❖ **Educators** should use *differentiation* in their teaching and learning, so as to meet different student needs and learning styles.
- ❖ **Educators** should build *positive relationships with their students* and get to know them for who they are; their interests, strengths, previous experiences and preferences, *so as to better understand their background and thus their learning needs*.
- ❖ **Educators** should use approaches to teaching that are *inquiry-based, concept-based and informed by assessment*.
- ❖ **Educators and all staff** should empower learners by *celebrating their strengths* and supporting them in overcoming their challenges.
- ❖ **Families** should provide *accurate and timely information about their child's needs* and learning background and *collaborate with the school* on developing and following through on plans that will support the child's academic development.
- ❖ **The Student Support Team** organizes and provides targeted support for students with additional needs or learning difficulties, monitors their progress and the effectiveness of the support strategies and offers guidance to teaching staff so that they can accommodate students with specific learning needs.
- ❖ **The Student Care Team** monitors and tracks students' wellbeing and educational progress and responds as required so as to support teachers, students and their families.

Links with other policies

Inclusion and Admissions

ISK is open to all students who apply and the only two priority criteria for admission are sibling priority and proximity to the school. However, given that we cultivate an international environment, we recommend that students have good knowledge of English, although that is not a prerequisite for their admission.

During the admissions process, applicants are sometimes asked to provide recent documentation of their academics, so as to determine their language proficiency and establish whether they should join our Bilingual or English stream. All students enrolled in our school are placed in a grade level based on their date of birth. Educational evaluations, details of extra academic or specialist support (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.) are only requested after admission.

Inclusion and Academic Integrity

Teachers are responsible for defining and instilling academic honesty within their group and the school librarian organises seminars on related topics (plagiarism, copyrights, etc.). Students with identified learning difficulties receive support in terms of sources, paraphrasing and citations.

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Inclusion and Language

Language teaching in our school aims to *promote intercultural awareness and international-mindedness*. We approach language learning in an open and inclusive manner that affirms each learner's identity and encourages critical thinking. Therefore, we believe that the *recognition of the mother tongue* and the culture associated with it increases the individual's self-esteem and general sense of well-being. Even though we cannot offer a variety of home languages that are taught at our school at the moment, the goal is to recognize and celebrate different languages within our school setting.

Inclusion and Assessment

Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, visuals to scaffold learning etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

Inclusion and Equal Treatment plan

Our Equal Treatment plan is a document that aims to prevent incidents of discrimination and harassment and promote safety and inclusion within the school community. It is a living document, where all members of the school community actively participate through surveys, such as the Class climate survey (PYP), the School Climate survey (MYP) and other parent and staff surveys. The students also contribute to the creation of the document through the PYP and MYP student councils and all students actively work with it throughout the year.

IB Learner Profile & Approaches to Learning to support inclusion

The IB Learner Profile and the Approaches to Learning (ATLs) provide the foundational attributes and skills for the development of inclusion.

As an IB school we employ the learner profile attributes throughout all areas of school life. Some of these are represented within our inclusion policy to encourage and foster lifelong learning amongst our school community.

- ★ **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- ★ **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- ★ **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- ★ **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Learning support

Student support team

The Student Support team consists of our Special Education teacher and Student care teacher, who work together in order to provide interventions so as to ensure equity and access across the curriculum.

The Student Support team offers individualized, small group or whole class facilitation on academic, behavioural, and social-emotional issues. The Student Support team also provides pastoral care to individual students.

The *Special Education teacher* :

- offers pull-out or push-in learning support sessions based on the students' needs.
- has weekly Homework Hut sessions for MYP students.
- presents workshops about inclusion, special education, diagnoses, procedures in Swedish to get assessments and interventions.
- coordinates paperwork, referrals, writing individual accommodation plans and action plans with the teacher
- has meetings with parents, doctors, speech language pathologists, psychologists, and other professionals outside of the school.
- keeps up to date with the national school laws regarding students with special needs.

Our *Student Care teacher* :

- offers sessions, such as the Movement Group and Gross-motor Skills group
- supports the teachers and ASC staff on student care issues, such as offering guidance to the staff, and advising on students who require the additional support and the attention of the student care team as a whole.
- works alongside the classroom teachers to observe, reflect upon, teach, and support classes and students.

Student care team

The Student Care team is a multidisciplinary team that works collaboratively to support teachers, parents and students. The aim of the team is to promote the students' learning and well-being in the school environment and to help students overcome adversities and thrive.

Our student care team consists of the following members:

- School Principal: Alanna Hickel
- MYP Coordinator / Vice-principal: Katarina Dybeck
- Special Education teacher: Bridget Doughty
- School counselor: Mrwet Amha
- School nurse: Ulrika Frygnell

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The team meets on a weekly basis and has an open-door policy for teachers and other staff who wish to bring forward issues and concerns. The school doctor and school psychologist are also available for consultation and support when needed. The team also cooperates with other agencies, where necessary.

The responsibilities and tasks of the student care team include:

- to safeguard and promote the welfare of children
- to plan and carry out preventative work on student social and emotional development.
- to identify obstacles and barriers in student learning that are related to medical, psychological, social or special learning needs factors.
- to provide support, advice and solutions to issues that the teachers, students or their guardians are facing.

Academic Support

ISK follows the following procedures to support students who are in need of accommodations and adjustments either because they are highly-capable or because they are at risk for not meeting their learning goals:

[General Procedures of Academic Support \(following the LGR 11 guidelines for Sweden\)](#)

If a teacher consistently observes that a student is struggling in their class, they will take action and:

1. Inform the Student Support team.
2. Explore and implement a variety of differentiation strategies with the support of the Student Support team (see list of differentiation strategies),
3. If accommodations aren't enough, arrange a consultation with the Student Care team.
4. The Principal and the Student Care team will decide whether or not a Pedagogical Investigation (PI) will be conducted. If necessary, the PI is written promptly by the relevant educators and special educators.
5. If an investigation shows that the student is not in need of special support, the teachers will continue to provide the additional accommodations or the guidance and encouragement that everyone is entitled to under the Right of Education.
6. When the investigation shows that the student is in need of special support, an action plan (AP) is written by a special educator in consultation with the teacher and student for those subjects in which the student is not meeting the goals. The parent(s) or guardian(s) is/are called to meet with the mentor and special educator and possibly school management.
7. The mentor and specialist educator are responsible for monitoring and evaluating the action plan. The AP is monitored continuously and evaluated after 6-8 weeks.

Storage of Information and confidentiality

Students' physical and electronic files are stored and managed in compliance with the general data protection regulation (GDPR) guidelines. The Learning Support staff is responsible for ensuring that data related to students receiving learning support are confidential. Students' accommodation plans and learning plans are kept on Google Drive and can be accessed by teachers who work with that student. The names of students are not visible in any

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documentation or communication and a specific code is used for each student.

Assistive technology and compensatory aids

All students in need of compensatory aids will be given the opportunity to use them. Examples of aids could be:

- ❖ OribiSpeak (reads text aloud)
- ❖ VoiceTyping (dictation program)
- ❖ Inläsningstjänst (reads aloud Swedish textbook)
- ❖ Grammarly
- ❖ StavaRex and Talsyntes
- ❖ Biblix (Stockholm Stad library app)
- ❖ Legimus (Swedish app to read books out loud when diagnosed)
- ❖ Spelling program built into Google Suite.
- ❖ Adding Notes to Google Extensions to allow students or teachers to add voice comments into docs.

Appendix

Table 1

Does this student need help for mental health help, possible dyslexia, ADHD/ADD, or on the Autism spectrum?

Yes!

Dyslexia:
1. Accommodations
2. Fill in Logoped form
3. Fill in 5-15 Teacher

Nurse writes remiss sends off the paperwork to logoped

Mental Health
1. Accommodations
2. Contact Counselor

ADHD, Autism, Concentration issues:
1. Accommodations
2. Ped. investigation
3. 5-15 Teacher form
4. 5-15 Parent form

School doctor* books meeting with parent/ student, sends in remiss to BUP

Counselor/ EHT recommends:
1. Meet with counselor
2. BUMM
3. BUP

*Doctor comes every 4-6 weeks

Parents can also get help by contacting BUMM/ BUP themselves

These are how to get outside help: See steps for students in need of support through accommodations, investigations, and/or Action Plans.

- ✓ Differentiation
- ✓ Accommodations
- ✓ Help from : Mentor, Homework Huts, Student Care, ASC, all to keep an extra eye on student

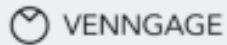


Table 2

<p>IB Standards and Practices for Inclusion</p> <p>Standard: Culture through policy implementation (0301)</p> <p>Practices</p> <p>Culture 2: The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)</p> <p>Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)</p> <p>Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)</p> <p>Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)</p> <p>Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)</p> <p>Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)</p> <p>Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)</p> <p>Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)</p> <p>Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)</p> <p>Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)</p> <p>Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)</p> <p>Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)</p>
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