



# INCLUSION POLICY

*All members of Leon Štukelj International School community should exhibit the attributes of the Learner Profiles, which are linked with the Inclusion policy: to be caring, open-minded, communicative and reflective in an honest way and within socially established procedures.*

## MISSION STATEMENT

Living in a rapidly evolving world and a complex society requires a unique set of skills. At Leon Štukelj International School Maribor, we believe that it is our responsibility to empower the students for the future.

Our mission is to provide inquiry-based education where the inquisitive minds of our students gain values, embrace diversity, cultivate the spirit of international-mindedness, and evolve into responsible global citizens. By creating a holistic and inclusive environment, fostering trust among the student-parent-teacher community, and cultivating skills and positive values we strive towards growth with integrity, transparency and a desire to contribute positively to our world.

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Cited from Danila Kumar International School

Based on IB Publications: "Access and Inclusion Policy", published 2022

## OVERVIEW AND INTRODUCTION

Leon Štukelj International School Inclusion Policy steering committee consists of members of our community: all teachers, teacher assistants, English language assistant, librarians, administrators, PYP/MYP coordinators, and school counsellors.

All teachers are responsible for the implementation of the Inclusion Policy. The head of the International department and programme coordinators are responsible for the supervision of the implementation and regular (every two years) revision of the policy according to the students' and school's needs.

The school clearly describes in its policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context.

The school implements and reviews Inclusion policy that is aligned with IB language policy guidelines and other language guides ("PYP: From principles into practice", "MYP: From principles into practice", "Access and Inclusion Policy").

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

We value and honor the unique personal and cultural backgrounds of our students, including their home languages, family traditions, and past educational experiences. These aspects enrich our school community and encourage empathy and open-mindedness among all members. By employing diverse teaching approaches, we ensure that every student has equitable opportunities to receive a comprehensive, well-rounded education that is meaningful and inclusive.

Our school prioritizes inclusivity and welcomes students with learning support needs, provided that their condition allows for modified assessment arrangements and does not pose a risk to the school community. However, due to the current staffing limitations at Leon Štukelj International School, we are unable to offer adequate support to students with severe learning disabilities, including those related to physical motor skills, hearing, speech, autism, or other developmental disorders. Nonetheless, we remain committed to offering a high-quality education to all students. Each admission application receives fair consideration to assess whether the school can provide equal opportunities for success, and we require appropriate documentation as needed.

### Implementation of Inclusion policy

The PYP and MYP approaches to learning diversity and inclusion mirrors the school and the IB philosophy in promoting equal access to the curriculum for all learners. Inclusion in practice applies the four principles of good practice as identified by the IB:

- Valuing prior knowledge: meaningfully assess existing knowledge, strengths and interests; take account of prior learning when designing, differentiating and planning for new learning.
- Scaffolding: Assessing prior learning is crucial, so that smaller steps can be incorporated into the learning process, and students are scaffolded in working towards mastery. Modifications such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers.
- Extending learning: create the social and emotional conditions for learning, and promote environments that welcome, celebrate and embrace diversity.
- Affirming identity and building self-esteem: Students with a positive identity are better able to take the risks necessary for successful learning. All students are visible and valued.

## AIMS OF THE POLICY

- To determine the procedures and practices in working with students with learning support requirements.
- To determine a whole school approach to teaching and learning.
- To enable students with learning support requirements to complete the educational process in the most effective way.
- To establish effective communication with parents and institutions who work with students with learning support requirements.
- To create an environment for the holistic development of students with learning support requirements.
- To ensure that any special needs of students are identified early, assessed and provided for.
- To clarify expectations of families, school, administration and students.

## PRIMARY AND SECONDARY BARRIERS, DEFINITIONS OF SPECIAL NEEDS

Primary or secondary barrier	Sub-area
Additional language (first or best language is not the language of instruction)	English/French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)
Cultural variations	New or unfamiliar environmental contexts; Socio-communication
Hearing	Mild or moderate hearing loss; Severe or profound hearing loss
Intellectual exceptionalities	Cognitive delays; Gifted and talented
Movement and coordination	Fine motor; Neurological (cerebral palsy); Oral/verbal; Physical/spatial
Medical	Asthma; Cancer; Crohn's disease/irritable bowel syndrome (IBS); Diabetes; Epilepsy; Muscular dystrophy; Rheumatism
Mental health	Anxiety; Depression; Eating disorder; Obsessive compulsive disorder; Post-traumatic stress;
Numeracy	Mathematical anxiety; Numerical operations/Mathematical fluency
Processing	Attention and executive processing; Auditory processing; Information processing; Language processing; Long-term retrieval; Scotopic sensitivity (Irlen syndrome); Short-term memory; Visual-motor; Visual-spatial; Working memory
Reading	Reading comprehension; Reading fluency

Seeing	Blindness (total); Colour blindness; Low or partial vision; Nystagmus
Social-emotional	Emotional disturbances (depressive, stress, etc.); Gender identity related; Neurodevelopmental (autism, Asperger's, etc.); Sexuality related; Withdrawal/isolation
Speech and language	Expressive language; Receptive language; Stammer/stutter
Writing	Handwriting/typing speed; Spelling; Written expression/fluency

## SUPPORT

### **Implementation of learning support**

- Identifying a child at risk as quickly as possible and taking early action to meet their needs;
- Planning strategically to improve accessibility of the school's premises (ramps and lifts for physically challenged students) and curriculum for all students;
- Monitoring progress and reviewing goals regularly;
- Work in partnership with parents by making regular contact to share progress;
- Work in partnership with students to reach targets and goals;
- Seek assistance, where appropriate, from outside agencies;
- Develop positive self-esteem and positive attitudes about school and learning in these students;
- Enable these students to monitor their own learning and become independent learners;
- Provide additional support and resources for struggling students;
- Involve parents in supporting their children's learning through effective parent-support programmes;
- Promote collaboration among teachers in the implementation of whole-school policies on Learning Support
- for these students;
- Provide orientation sessions for new teachers to get them familiarized with the school's inclusion policy.

We hold the belief that every student requires personalized attention, ensuring they receive timely and tailored support to address their individual needs. This proactive approach not only helps in mitigating challenges but also fosters a sense of accomplishment and confidence in their abilities. Classroom assistance for students encompassing diverse educational needs and talents may encompass:

- Direct student support (individually or in a group) – curriculum modifications, enrichment activities, small group instructions or one-on-one support, help classes, extra classes (subject specific in MYP), EAL lessons, Social-emotional learning lessons in PYP, classroom accommodations, additional professional support within the school (psychologist, pedagogue professional and social pedagogue...).
- Indirect student support – through teacher and/or parent support, individually or in a group.
- External support when a student (or parent) has social and/or emotional and behavioural difficulties that require additional clinical assessment and/or the provision of specialist therapies. If the student is already involved in other health services, a school professional might request information from their professionals.
- Teacher support – individually or in a group.
- Parent support – individually or in a group.
- In-class support teacher – assists students with learning support requirements, improves teacher-to-student ratio and allows for more teacher and student interaction.

### **Scaffolding activities**

- Promote the importance of agency – voice, choice and ownership – and self-efficacy,
- Differentiation of regular lessons,
- Experiential learning,
- Research work on different levels,
- Extra help lessons; Additional lessons for able students; Individual lessons or help during lessons

- provided by counsellors; ESL/EAL lessons;
- Extracurricular activities;
- Presentations of experts from local institutions;
- Orientation for students to use appropriate and relevant resources in the library,
- Collapsed days.

In Leon Štukelj International School Maribor the staff experts or consultants who work with students and guide teachers to work with students with learning support needs are the pedagogue and psychologist.

## ROLES AND RESPONSIBILITY

Inclusion is realized by fostering a culture of collaboration, mutual respect, support, and problem-solving within dynamic learning communities. These communities engage the entire school community, valuing the input of learners, parents, caregivers, support staff, and non-teaching personnel. This approach is advocated in "The IB Guide to Inclusive Education: Access and Inclusion Policy" (2022).

### School Board

- Provides funding according to school philosophy standards and Slovenian state legislation

### Administration

- Oversees the development, implementation and review of school policy on learning support and needs services.
- Observes the process of identification and assessment procedures.
- Ensures that students receive support.
- Provides professional development, guidance and advice to staff in relation to teaching methods and resources.
- Encourages teachers to increase their knowledge in this area.
- Facilitates the involvement of other community institutions and experts in contributing to learning support.
- Ensures resources and facilities for Social-emotional activities.

### Homeroom Teachers

- Discuss concerns about students in their class with the learning support team/pedagogue if they have concerns about a student's academic performance, behaviour, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks.
- Implement teaching programmes which optimise student learning.
- Implement the school inclusion policy.
- Review the outcomes of assessment and special assessment arrangements.
- Inform parents of concerns regarding their child and indicate helpful school policies and practices, and maintain regular and positive contact with them.
- Attend all meetings with parents and learning support teachers and counsellors.
- Implement appropriate-differentiated activities within the classroom, adjust the programme in line with individual learning plans and curriculum differentiation.
- Build on the strengths of each child, enhancing the student's self-esteem.
- Create an environment where all students are accepted for their differences.
- Plan and collaborate with the learning support teacher/pedagogue on a regular basis.

### Learning Support Teachers and/or Counsellors: pedagogue, psychologist (appointed for individual cases)

- Promote a school-wide understanding of learning differences.
- Identify students who have specific or general learning support requirements.
- Help with the integration of new students with learning support requirements.
- Provide advice to class teachers regarding students who experience difficulties.
- Plan lessons for pull-out support sessions.
- Advise the administration on issues that arise in the implementation of the learning support programme.

- Consult with staff as a group on implementation of school policies regarding prevention, screening, assessment, strategies...
- Suggest possible resources or strategies that could be used in support of the child, both in class and at home.
- Develop individual student profiles and individual learning support programmes.
- Monitor and review the attainment of learning support programmes.
- Monitor and record progress made by the students
- Maintain frequent and positive communication with parents to discuss assessment outcomes, learning targets and action to be taken by the school and ways to support students at home.
- Cooperate with institutions and experts outside of school.

#### Parents

- Must inform the school about their child's learning support requirements, including details about the child's health, early development and behaviour at home.
- Collaborate responsibly with the class teachers and administration on a regular basis to support their child's optimal development.
- Follow the recommendations and guidance of specialists and counsellors and scaffold their child's development with the required activities and support at home.
- Ensure their child has adequate sleep and rest and is fully equipped and punctual for school.
- Provide the school with their views on the child's progress and the support given.
- Honour school and Slovenian laws, rules and procedures for inclusive education and recommendations for orientation/inclusion of their child into other educational institutions if the school cannot provide appropriate learning environment and learning support for their child's needs.

### **SPECIAL EDUCATION REFERRAL PROCESS**

- 1) Administration and counsellors analyse the application documents and interview parents during the enrolment process.
- 2) Students are assessed by school counsellors (pedagogue, psychologist, mobile speech therapist) or experts from other relevant institutions.
- 3) Counsellors help with the integration of new students with learning support requirements.
- 4) Class and subject teachers identify learning difficulties/strengths as early as possible – in September or after the student's arrival to school.
- 5) Individual cases are discussed in Special-education needs staff meeting at the end of September.
- 6) Parents are informed.
- 7) Individual learning support plans and inclusive assessment arrangements are designed.
- 8) Teachers implement them.
- 9) Teachers and counsellors are responsible for monitoring children and assessing students' development on the basis of inclusive assessment arrangements and keeping in touch with their parents.
- 10) The staff consults regularly on the success of teaching approaches in line with policy and of monitoring/assessment results of the student.
- 11) A final assessment of student development is prepared at the end of the school year along with preliminary plans for the next school year.

### **CRITERIA FOR REFERRAL AND IMPLEMENTATION**

- Assistance is extended to students with confirmed learning support needs.
- These needs must directly impact the student's learning process.
- Students who furnish necessary documentation are eligible for personalized learning support plans, tailored to their specific requirements, and devised by school counselors.
- Enrollment and placement of students adhere to Slovenian regulations and protocols governing special education and inclusive practices, including guidelines for accommodating students with learning support needs.

## CONFIDENTIALITY

The school's counselors maintain the records, which are accessible solely to personnel directly engaged with the students. Confidential information contained within these files may not be shared with individuals not directly involved with the students, nor may it be discussed in public forums.

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Linked to other documents: Admissions Policy, Assessment Policy, Language Policy.