



# Inclusive Education Policy

Per Brahegymnasiet

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## 1. Introduction

This inclusive education policy has been developed to outline our commitment to creating a learning environment where every student, regardless of their individual differences feels valued, respected, and equally capable of achieving academic success. This policy is thus about improving the quality of education for all.

## 2. Principles of inclusive education

Inclusive education is a pedagogical approach aiming to ensure that all students have equal access to quality education, regardless of their physical and psychological abilities, socio-economic background, ethnicity, or language. Inclusion emphasizes full participation in the learning process, fostering a sense of belonging, feeling respected and valued. Inclusive education rests on several fundamental features, and our aim is to provide an education grounded in these principles:

- **Diversity** refers to the presence of a wide range of individual and group differences such as diverse cultures, languages, abilities, and experiences. Respect for diversity entails recognizing and valuing the differences and similarities that individuals bring to our school community.



- **Equality** is the principle of treating everyone the same regardless of background or individual differences.
- **Equity** refers to the principle of providing individuals with what they specifically need to succeed. It recognizes that not everyone starts from the same place and might need different resources to reach similar outcomes, thus emphasizing fairness in processes.
- **Accessibility** focuses on removing barriers in the learning environment, both physical, instructional, and social, to ensure that every student can easily access and engage with educational materials and activities. It addresses the practical accommodations needed to cater individual needs.

## 2.1. Application for admission

Per Brahegymnasiet welcomes all students that meet the eligibility criteria. For Swedish students entering from the 9<sup>th</sup> grade, this means that they have met the requirements to apply to theoretical high school programs in Sweden. For international students, this means that there is evidence of a completed 9<sup>th</sup> grade school year or something that can be deemed equivalent. Fluency in Swedish or grades in Swedish courses is not a prerequisite. If the number of eligible applicants exceeds the program's capacity, the selection is based on criteria approved by the National School Inspection.

## 2.2. Application for learning, teaching and assessment

The school aims to:

- regularly identify, assess, provide for, and review the special educational needs of each student.
- ensure that every admitted student get the support they need, through collaboration between teachers, school counselors, special education teachers and other available support staff.
- enable student access to all elements of the school curriculum by removing or reducing barriers during learning and teaching.
- remain updated on technological advancements relevant to student needs.



- remain updated on the latest compensatory support for students requiring assistance.
- ensure that students get help with homework as necessary. The school offers one hour of general help per week and an additional three hours specifically for mathematics.
- provide appropriate support for all students during exams, regardless of their challenges, whether they be physical, psychological, or related to learning difficulties.

The school utilizes different processes and governance documents to align with this inclusive education policy. For instance, there is a recurring mid-term procedure to identify and assist students who are at risk of not meeting their objectives and there is an annual plan against discrimination and abusive treatment.

In addition to the description above, the school adheres to the IBO policy regarding candidates with special assessment needs.

### **3. Legal requirements**

#### **3.1. National and international legislation and agreements**

Inclusive education in international schools in Sweden is primarily governed by the *Discrimination Act (2008:567)*, the *Ordinance (2015:801) on International Schools* and by the curriculum and policies of the specific education provider. It is further reinforced by the international agreements *UN Convention on the Rights of the Child (UNCRC)* and *UN Convention on the Rights of Persons with Disabilities*.

The Swedish school system is governed by the *Education Act (2010:800)*, and while the IB Diploma Programme is not governed by this law, it is stated in *the Ordinance on International schools* that the general objectives and values of the international school must not be in conflict with the general objectives and the values that apply to education within the school system. In the *Education Act*, there are several provisions concerning students' progress towards the goals and support measures, as well as actions against discrimination and abusive treatment. In practice, the school makes no distinction between the IB programme and the national programmes within the school, striving instead to follow these laws for everyone. The difference lies in the legal consequences for non-compliance.



### **3.2 Rights and responsibilities of school community members**

In accordance with legislation and curricular guidelines the school is required to provide necessary accommodations to ensure that every student's rights are respected and met. Students and guardians of minor students are encouraged to voice concerns if they believe that the student's needs are not being met. Teachers, administrators, student health staff, and ultimately the principal are responsible for ensuring that the environment is inclusive and free from discrimination and other abusive treatment.

## **4. School staff and their roles**

### **4.1 Mentors and teachers**

Each class is assigned mentors who take on additional responsibility to assist the students. Individual development talks take place each term, throughout the students' three-year enrollment. Before these talks, all academic results are posted on the school's digital platform, accessible to both students and their parents. Parents are invited to participate when the student is under 18. However, once a student turns 18, they have the discretion to decide whether their parents should attend and have access to documentation. The school consistently endeavors to engage parents actively in their child's education.

During the development talks, both students and parents have the opportunity to highlight unmet needs. The mentor then ensures that the relevant staff member connects with the student to provide necessary support. This support could be in response to physical, psychological, or learning challenges, or if a student feels they aren't sufficiently challenged academically.

Teachers are responsible for conducting inclusive teaching with appropriate adaptations. They are also responsible for signalling if a student is at risk of not achieving the goals in a subject, or if they have any other form of concern for the student.

### **4.3. Student health team and guidance counselor**

#### *School nurse*

The school employs two school nurses, one of whom works with the IB Diploma Programme students. During the first year, each student meets with the school nurse. Subsequently, the nurse remains available for support throughout the student's three-year enrollment.



### *School counselor*

The school employs four school counselors, one of whom works with the IB Diploma Programme students. The counselor introduces themselves at the beginning of each school year and remains available for support throughout the student's three-year enrollment. The school counselors are responsible for various health-promoting and preventive initiatives throughout the year, with a focus on psychosocial topics such as equality, security, and well-being.

### *Special education teacher*

Students with special educational needs receive support from our team of special education teachers, one of whom work closely with the IB Diploma Programme. If there are concerns about reading difficulties, whether from teachers or parents, we have staff on hand to conduct the necessary assessments. Should other challenges arise, we have the capability to seek external assistance from the healthcare system. For students with pre-diagnosed needs, our team offers continuous support throughout their education. This support might include assessment arrangements such as additional time for essays or exams, an isolated environment for tests, having texts read aloud, the use of word processors, among other accommodations.

### *Guidance counselor*

The guidance counselors and the IB Diploma coordinator collaborate to assist students in planning and preparing for their future university studies, in Sweden or abroad.

## **4.4. IB Diploma coordinator**

The IB Diploma coordinator arranges the necessary accommodations with IB, using documentation provided by teachers, the special educational staff or external professionals before the IB exams, ensuring that students receive these accommodations during their final exams as well.

The Inclusion Education policy was initially written by the IB principle in collaboration with the IB coordinator and teachers on the IB Diploma Programme.



## References:

Access and inclusion policy. IBO. 2022.

From Principles into Practice. IBO. 2015

[\*Discrimination Act \(2008:567\)\*](#)

[\*Ordinance \(2015:801\) on International Schools\*](#)

[\*Education Act \(2010:800\)\*](#)

*UN Convention on the Rights of the Child (UNCRC)*

*UN Convention on the Rights of Persons with Disabilities (UNCRPD)*

Updated: October 2023

To be reviewed: June 2024