

# Inclusion Policy

## Mission

Our IB programme is open to all learners independent from differences in heritage, gender, age, disabilities and health issues, cultural background, religion and sexual orientation. We recognize diversity as positive value of human society. It aligns with our school mission statement which states that everybody belongs to our school family. We learn from our differences and respect each other the way we are. Our school is accommodating for special educational and assessment needs for each learner, on a case by case basis. These cases need to be discussed by parents and administrative staff before admission. We are committed to the principle of inclusive education and are committed to also working with external forms of support.

## Vision

To be a highly assessable school delivering the IB program for all students in our catchment area. Being excellent means to provide the best all-inclusive education to every individual to be the best the student can be. In this way we align with our school mission statement: belong to our school family, engage globally and grow for the future.

## What we offer

Our inclusion policy aligns with our admission policy and it aims on providing the best possible support the school can give to all students admitted.

School facilities are designed to enable equal access for everybody including students with a disability. We have an elevator, step free access, accessible toilets. Our gym can also be easily accessed.

We endeavor to work with students, parents and external forms of support to define which resources are necessary on a case by case basis.

A diagnosis is required whenever assessment is involved or additional specialist help is needed. Parents are responsible to provide information about the diagnosis to the school.

Specialists in the school team support inclusion and provide special help for inclusive students. The school has an inclusion coordinator in place and students and parents can schedule individual meetings or use the open meeting times. On top of that, we have social workers and a school psychologist on our campus. The inclusion coordinator and homeroom teachers help to make first contacts between the students and the specialists.

Every teacher is open to collaborating with the inclusion team to support inclusive learners.

The school provides inclusion counseling for parents and students. If parents or students are interested in this they should contact their homeroom teacher first, and as early as possible. Medical documentation may be required.

Our school supports parents in applying for special trained school support assistance and guidance throughout the school day for learners in need.

In the written curriculum teachers endeavor to plan differentiation and special support for inclusion and differentiation.

Assessment in our school follows the IB regulations for accommodation of inclusion and differentiation.

School provides online lessons for student who can't attend school in person for a certain period of time.

## Inclusion at PYP

The school has a disability access.

All school premises are wheelchair accessible.

In case of further needs based on a specific diagnosis the school provides any help to ensure full participation.

The school has hired a permanent trained special educator who will work wherever he is needed for support. There also are social workers and a psychologist available if needed.

The school team collaborates with external specialists to support inclusive students, e.g. psychologists, therapists, doctors, social trainers.

Thus, the participation of inclusive children in the regular school programme is ensured. Parental involvement is crucial.

When enrolling a student, the parents provide medical reports and all appropriate professional information that is necessary to meet the child's special needs. The pedagogical team informs the inclusion coordinator, the homeroom teacher and further stakeholders.

Temporary special needs have to be reported to the homeroom teacher as soon as possible after they arise, together with supporting evidence.

In collaboration with the parents we will find solutions for the student. Each case will be handled individually aligned with the IB regulations. We refer to this in our assessment policy.

Children are excused for medical appointments if school is informed in advance. However we highly encourage parents to make appointments during after school hours.

For inclusive students assignment categories and grade scales can be adjusted for internal assessment.

Students who are new to our program can be exempt from testing and grading or they are given individualized assignments.

For additional language support refer to the language policy.

## Inclusion at PrepClass and DP

In this context, our school appreciates differences and diversities within our student body and teaching staff (as stated in our mission statement). The following describes our holistic approach to students with special learning needs, which ensures equal access to IB education for all students. In addition to physical challenges, we also consider learning deficits, disabilities and special health problems.

Our school campus is fully wheelchair accessible. Any further equipment necessary will be acquired according to individual needs.

Part of our teaching staff is experienced in supporting students with handicaps and especially students with severe psychological problems. If necessary, our teachers will accompany students during hospital stays of several months, closely cooperating with both the medical and pedagogical staff of the hospital.

In our pedagogical leadership team, one colleague takes over the task of counselling students with special needs in order to find individualized solutions for each student. He/she collaborates closely with the homeroom teachers and subject teachers of the students.

When needed, during the collaborative planning meeting with all IB teachers, the special learning needs counselor informs teachers about students with special needs and solutions for problems are found. If necessary, parents are informed regularly by homeroom teachers.

In case of learning disabilities, additional tutored learning sessions are provided, especially in German and English as an additional language. Therefore, suitable materials which encourage individual learning is part of our school library. For students with insufficient language skills, individualized English language courses are organized prior to the beginning of the DP programme by the Academy of Languages, which is

part of our campus. Further language support measures are listed in our language policy.

Students with difficulties in self-management will be supported by additional tutoring in the library once the general self-management training has been given to all students by the homeroom teachers.

Our approaches to inclusive assessment are firmly based on IB principles and can be found in our assessment policy.

## Gifted and talented

Gifted and talented students can apply to have a special mentor assigned who helps them to develop their full potential. We focus especially on giving them the chance to thrive in their CAS programs, Personal Projects, Internal Assessments and Extended Essays.

## Well-being/ Mental health

Students needing more support for maintaining well-being and mental health are supported by social workers at our school. Currently we're developing a well-being handbook as a project in which we involve both staff and students. We regularly evaluate students well-being with the help of surveys.