

MYP Inclusion Policy

This policy should be read in conjunction with the following IB publications:

Learning diversity in the International Baccalaureate programmes:

Special educational needs within the International Baccalaureate programmes

Meeting student learning diversity in the classroom

Candidates with assessment access requirements

Rationale

The mission of Inclusive Education at Bladins International School of Malmö (BISM) is to aid students with their academic, social, and physical needs. It is our belief that students who experience success in school will continue to strive for more success. We see the importance of creating achievable goals with our students that can be attained with the help of differentiation, counselling, and academic support. We support all of our students in overcoming academic obstacles and challenging students to work at higher cognitive levels by providing stimulating learning experiences that encourage inquiry and promote independence so that they may reach their full potential and become confident lifelong learners.

Aims

Bladins International School of Malmö seeks to provide an environment that facilitates possibilities for all students to learn and to become part of the community. It is our belief that students who experience a sense of community and success in school will continue to strive for further success. Through a student centered approach, we see the importance of creating achievable goals for our students to work towards their potential and become independent and confident lifelong learners, even those with learning disabilities and diverse learning needs.

In an effort to implement this policy, the school will:

- Encourage students to reflect on the process of their own learning and to understand the factors that help them to make progress
- Encourage students to be open-minded to others' ideas and initiatives, thus promoting the importance of global citizenship and collaboration,.
- Provide opportunities for students to demonstrate the attributes of the Learner Profile in all subjects areas,
- To ensure that the needs of students are identified early, assessed, and provided for,
- Provide support and professional development opportunities for teachers to continue to develop strategies to help all learners succeed,

- Provide assistive technology and other resources to help students access the curriculum as well as have opportunities to inquire and extend their knowledge or skills.

The faculty, staff and administration acknowledge that:

- The school should be welcoming and open to all students,
- Students have different educational and learning needs; abilities, profiles and aspirations and that students gain knowledge and skills at different rates through different means,
- Differentiation and scaffolding promotes effective learning,
- All students are capable and unique,
- Students are lifelong learners,
- All teachers are responsible for supporting student's needs.

Integration with other school policies

The policy should be used with the school's Language and Assessment Policies where they refer to students with learning support requirements.

Definitions

Inclusion

In agreement with the IB, Inclusion is about embracing the interests of all students individually and accepting each person for who they are and encouraging them to grow through their strengths. Through mutual respect, collaboration, support and problem solving, Bladins aims to create an environment that is friendly and welcoming to all individuals ("The IB Guide to Inclusive Education").

Individual Education Plans (IEP)

Individual Education Plans are documents that guide teachers, students and parents on how best to support the learning of the individual child. The document includes goals for the students progress, accommodations as well as strategies for learning success. It is a working document that is updated annually, or as needed. This document is written by the Learning Support teacher with collaboration from the student, teacher and with input from the parents.

The learning support team can support teachers in understanding how to implement the prescribed strategies suggested found in the students' IEPs.

Provisions To Ensure Inclusion

School level

The school provides:

- Highly qualified and dedicated staff members
- Accessible building with ramp and elevator
- Access to a variety of technological tools

- Provides opportunities for professional development within the school, as well as through outside sources

Classroom Level

Teachers facilitate a teaching and learning culture that:

- Differentiation and extension within individual teacher planning, to provide access as well as challenges for students within the curriculum.
- Acknowledges that inclusion is integral to the classroom environment, promoting the philosophy of least restrictive environment, meaning that students with disabilities and diverse learning needs should access the curriculum to the maximum extent appropriate with their non-disabled peers.
- Teachers differentiate, provide meaningful feedback, develop positive self-esteem, value prior knowledge and scaffold tasks.
- Is student-centered, valuing and utilizing students' own interests and learning preferences
- Implements Individual Educational Plans (IEP's) and recommended strategies for designated students
- Provides accommodations and modifications to curriculum as prescribed by the Individual Education Plan (IEP).
- Encourages the use of a variety of resources, ideas, methods, modalities and tasks when working with students
- Provides a secure learning environment, allowing all students to access the curriculum as well as allowing for higher-order thinking
- Involves students in working in a range of settings and combinations: as individuals, in pairs, in groups, as a class, cross-year.
- Encourages students to advocate and ask questions of themselves, their peers, adults, and experts in particular fields to stimulate the process of inquiry
- Encourages goal setting that involves students and their own learning and progress
- Celebrates creative, critical and original thinking
- Ensures that activities meet and extend the learning of the individual student, encouraging independence and self-motivation
- Monitors students' needs, adjusts teaching and implements strategies to ensure they continue to access the curriculum.
- Seeks advice and guidance from appropriate staff or department regarding student welfare.

Outside the classroom

- Where appropriate and prescribed, students may receive extra support through meetings with a learning support teacher.
- Opportunities for students to take part in enrichment activities, for example: competitions, sporting events, dramatic productions, educational school trips, additional courses, community service, etc.

- Support and guidance from outside agencies and professionals that could provide ideas, and support, such as Children and Youth Psychologists (BUP), Speech and Language Pathology Services and educational psychologists
- Collaboration with school careers guidance counsellor and other educational institutions to prepare students for their transition towards the future.
- Involvement of adults (board members, parents, local businesses, universities) with abilities and knowledge in specific areas, in order to motivate and inspire students

Roles and Responsibilities

It is the responsibility of all staff members to make themselves aware of the contents of this policy and to apply it at all times.

School Board

- Provides adequate funding according to the school mission and philosophy, Swedish school law and the needs of the school community

Resource Team

- The Resource Team at BISM includes the International School Principal, Programme Coordinators, Student Support Coordinator, certified special education teachers, school nurse, school counsellor, representative of the FIRE team, the team responsible for promoting and maintaining positive relationships within the school community, and in the case of the MYP, the Dean of Students.
- The Resource Team meets regularly to discuss students who may be in need of support and determines actions on how to support students.
- Measures and actions taken by the Resource Team include recommendations for outside testing and referral to external services.
- The Principal is responsible for making the final decision on how resources are allocated and ensures that all student learning needs are being met.

Student Support Coordinator

- The Student Support Coordinator (SSC) oversees the Learning Support programme and the staff within the Learning Support team.
- The SSC ensures students' learning needs are being met within the school.
- The SSC also assists parents or guardians in contacting external agencies, including educational psychological services and health or social care services.
- The SSC ensures that all staff members are informed of the individual students who have special educational or behavioral needs.
- The SSC also advises teachers on support methods and strategies in supporting students.
- Additionally the SSC maintains and oversees the records of all students currently in Learning Support, and makes sure that all IEP's are up-to-date and followed by all staff members.

Pastoral Care (MYP)

- The overall aim of the Pastoral Care Programme is to be responsible for the social and emotional wellbeing of all MYP students.
- Works closely with the mentors and the Student Support Coordinator, MYP Coordinator, School Counsellor, students and parents
- Provides a curriculum that promotes, enhances and supports social/emotional learning.

Mentors

- Each class group has two mentors who act as an advisor, monitoring their social, emotional, behavioural and academic well-being.
- Mentors act as a liaison between the subject teachers and home, picking up on patterns of concern that can be filtered to the Resource Team, School Counsellor, Dean of Students or Learning Support Team if deemed necessary.
- Mentors offer advice and support to mentor students when needed.

F.I.R.E

- The F.I.R.E. team consists of pedagogical staff from all departments of the school - pre-school, PYP, MYP and DP, the school nurse and counsellor.
- The aim of this group is to support staff, administration and students in promoting and maintaining positive relationships within the school community.
- They meet regularly with a focus on both proactive and reactive approaches in consideration of policy, procedures, and specific incidental concerns within the community.

School Counsellor

- Meets with students who are in need of counseling
- Works together with mentors, subject teachers, classroom teachers, the school nurse and guardians to find the best way to support the students social and emotional health
- Contacts external agencies if extra support is needed such as BUP and Child Protective Services.

School Nurse

- Completes health surveys with the students
- Gives students vaccinations and performs check ups as determined by governmental regulations for Skane, Sweden.
- Refers students to external agencies such as BUP, Logoped and Child Protective Services
- Is a member of the School Resource Team
- Houses school health records and ensures their confidentiality

Learning Support Team

- The Learning Support Team is dedicated to helping students with their academic and learning needs.

- They are lead by the Student Support Coordinator and consist of learning support lead teachers, learning support teachers and personal/classroom assistants.
- They work with students in a variety of settings both inside and outside of the classroom.
- Support classroom teachers to find the best means to work with each individual student, and ensure that teachers in the school are aware of and trained in best practices to support all learners.

Class Teachers

- Is responsible for the day-to-day management of all aspects of the school work, including the differentiation of work for all students, including those who are being supported by Learning Support.
- Identify any learning issues and reports them to Learning Support according to the referral process
- Implements teaching programmes to optimise learning.
- Implements the school inclusion policy
- Reviews the special arrangements of assessment as determined by the individual educational plan (reader, scribe, extra time, etc.) and arranges for such arrangements to be carried out
- Implements appropriated, differentiated activities within the classroom, adjusts the programme in line with the individual educational plans and curriculum differentiation.
- Collaborates with the Student Support Coordinator and Learning Support teacher to find the best way to support the student.

Parents

- Should inform the school about their child's learning support requirements, when applicable
- Meet and collaborate with learning support, classroom teachers and administration on a regular basis to support learning.
- Follow recommendations and decisions determined through regular meetings and the individual education plan.

Students

- Come to Learning Support on time and prepared for the lesson
- Actively takes responsibility for their learning by working to the best of their ability and advocating for themselves when they need help.

Inclusion is supported through close collaboration between various individuals, stakeholders and departments including the Bladins Board of Directors, Director, International School Principal, Coordinators, Student Support Coordinator, Learning Support teachers, Language Acquisition Department, the school counselor, guidance counselor, nurse, teachers, students, mentors, FIRE and pastoral care coordinators.

Confidentiality

Files are to be kept by the school nurse and are available only to those that require access, or in some instances with approval of the parents or guardian. The school may not discuss the file information with those who are not directly involved with the student, nor discuss them in public.

Review Process

This policy document will be reviewed as and when programme coordinators deem it to be necessary and every 2 years from the date of publication. Student Support Coordinator will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders

Learning Support Procedures

General Information

The Learning Support Team (LS) assists students with learning disabilities or learning diversity. Learning Support assists the students in a variety of ways. LS works closely with students and assists them with writing, editing skills, reading fluency and comprehension, spelling, basic mathematic skills, critical thinking skills, reflection skills, study skills and organizational skills. LS strives to be a department where students feel comfortable asking questions and where they are able to feel success.

Eligibility and Entry into the Learning Support Program

Students who have a learning difficulty or a diagnosed learning disability may be eligible for support services. Students with a suspected difficulty will be referred to the Learning Support team for further investigation and support.

Learning Support will meet with parents of students with diagnosed disabilities who are newly admitted to Bladins to decide a plan for support.

** For children under the age of six who are suspected of having a learning disability, a health concern, and attention deficit issue, a speech deficit, or a behavior problems parents are directed to call their assigned health care provider, Barnavårdscentralen (BVC).*

Referral Process for Learning Support

All teachers are responsible for supporting students' needs by differentiating, scaffolding, affirming self-esteem and building on prior knowledge. There are occasions when teachers and student will need additional support, advice, and guidance from the Learning Support staff members. Below is the process for referring students to the Learning Support team.

Stage	Procedure	People Involved	Document Required	Time Frame
1	Class teacher has an academic concern about a student. The teacher fills out the <i>Cause for Concern Form</i> .	Class Teacher	<i>Cause for Concern Form 2016-2017</i>	Can be completed at anytime, but will be reviewed twice per school year
2	All class teachers who teach the student raised in the <i>Cause for Concern Form</i> , will fill in their own <i>Cause for Concern Form</i> for that student	All Class Teachers	<i>Cause for Concern Form 2016-2017</i>	1 week
3	Learning Support reviews all of the <i>Cause for Concern Form</i> , interviews student, teacher or parents if further information is necessary, observes the student in class, and develops an <i>In-class Support Action Plan</i> .	Learning Support Team	<i>Student Observation Form, In-class Support Action Plan</i>	4 weeks
4	The <i>In-class Support Action Plan</i> is presented by the Learning Support Team to the teachers during the scheduled conference and goes into effect immediately thereafter.	Learning Support, Class Teachers	<i>In-class Support Action Plan</i>	4 weeks
5	During the implementation of the <i>In-class Support Action Plan</i> , all class teachers will fill out an <i>In-class Support Action Plan Reflection Form</i> during the 2nd and 4th week of the plan's duration		<i>In-class Support Action Plan Reflection Form</i>	
6	The Learning Support Team will review the <i>In-class Support Action Plan Reflection Forms</i> and determine the next step to take. The <i>Next Step Action</i> will be presented to the student's class teachers and mentors at a scheduled conference meeting. Action taken could include anything from continuing the implementation of the <i>In-class Support Action Plan</i> , limiting the student's workload, or receiving Learning Support services etc.			Within 2 weeks after the second <i>In-class Support Action Plan Reflection</i> is reviewed
7	If the <i>Next Step Action</i> recommends the student receiving Learning Support sessions, the Learning Support Team will work with the student, parents, and teachers to develop an <i>Individual Education Plan</i> . An <i>IEP</i> meeting will take place with the student and parents. Then support services will commence.	Student, Parents, Learning Support	<i>Individual Education Plan</i>	Within 2 weeks after the <i>Next Step Action Conference</i>
8	If the student is still having difficulty after the implementation of the <i>IEP</i> , the Learning Support Team will refer the student to the Resource Team to discuss additional action to be taken. The Resource Team will investigate further and the Principal will decide if it is necessary for a referral for outside services to be completed	Principal, Resource Team, Learning Support Team, Parents		2 months after the <i>IEP</i> is initiated
9	A review of the student's <i>IEP</i> goals will be reviewed annually or as needed	Learning Support Team		Annually or as needed

Diagnostic testing for Learning Disabilities

Being assessed for learning disabilities, attention deficit and hyperactivity disorder, or the autism spectrum is a long and arduous process. It usually begins when a teacher has a concern about a student's learning. An investigation begins with in the school through observation, interviews, and onsite testing with various assessment tools. If the Resource Team suspects a need for further investigation, the principal must approve the referral for outside assessment which may lead to a finding of a learning disability. While waiting time by outside agencies can be significant, students will continue to receive support in school during this process.

Bladins is not legally responsible for diagnostic testing for student learning disabilities, however diagnostic testing is not required for a student to receive support, if the Resource Team and Learning Support deem it necessary. Bladins can assist in locating an educational psychologist who can give the basic tests needed in order to go to Logoped or (BUP).

Types of Testing for Learning Disabilities

Although Bladins does not perform diagnostic testing, we do use a variety of screeners and assessment tools to better understand the students' areas of need. These include, but are not limited to:

- GSL Dyslexia Screener
- GSL Dyscalculia Screener
- BASI-Basic Achievement Skills Inventory
- Ekwall Reading Inventory
- Detroit Test of Learning Aptitude (DTLA IV)

Learning Support

How students will be supported by the Learning Support teachers is specified in the IEP and are determined with consultation of the parent or guardian. They are implemented in the following models:

- Learning Support in class support- Learning Support teacher will attend subject classes to observe, support and offer consult to the learning support student, and in some cases the teacher.
- Consultation- Students meet with Learning Support teacher at an arranged time to follow up on IEP goals, strategies, use of accommodations and supports.
- Learning Support classes- The Learning Support Teacher meets with students regularly to teach learning strategies, supplement learning from their subject classes, teach and reinforce approaches to learning (ATL), reading, writing, study skills, math, advocacy skills, among other things. Classes are offered in lieu of Language Acquisition (French or Spanish). It is Bladins philosophy that students should excel in the language of instruction before they take on the process of acquiring a third language.
 - Students who may require Learning Support, but are attending Language Acquisition: English may require special arrangements for meetings with Learning Support.
- In rare circumstances and with careful consideration from the Resource Team, Learning Support may be offered during other times. BISM believes that students should be educated as much as possible with their non-disabled peers in the least restricted environment.
- If a modification to the curriculum is recommended, the parents must consent and sign a waiver to this effect as required by Swedish School Law (2010:800) Chapter 3 § 12

Personal Assistants

In rare instances students require support over and above what can be offered from the classroom teacher and Learning Support. If deemed necessary by the Resource Team, a request can be sent to the appropriate commune from BISM, asking for the necessary funds to employ a personal assistant for the student.

The school must supply the following documentation when sending in a request for an assistant to the commune.

1. A medical or psychological diagnosis or results from previous testing that show the needs of the student.
2. An Individual Education Plan outlining the student's areas of weakness, extraordinary needs and goals.
3. A document stating what the school has previously done to help the student
4. A description of the way we would use the extra support ie: personal assistant, or assistive technology

Testing Accommodations - To be used in accordance of MYP Assessment policy

In some cases, the IEP will prescribe that particular testing accommodations are made. If the IEP states that an accommodation should be made, it is the responsibility of the subject teacher administering the assessment to make arrangements for this. Learning Support is happy to guide teachers and in some cases assist if the schedule allows. Examples of testing accommodations include but are not limited to:

- Extended time
- Simplified language
- Reader
- Scribe
- Allowing a student to verbalize answers, rather than write
- Prompter
- Allowing test to be taken in a quiet place

Review

Learning Support teachers regularly review grades and comments along with the goals set in the IEP. These are discussed with the students along with strategies to address patterns that might be seen in areas of needs and strengths. If significant adjustments are deemed necessary, parents may be notified to discuss the changes.

Exiting the Learning Support Programme

Students will no longer receive Individual Education Plans when it has been determined by subject teachers, the Learning Support team, the student and the parents that the student will be able to maintain a satisfactory level of performance in the general education classes.

Transition from PYP to MYP

PYP 6 classroom teachers and PYP Learning Support teachers meet with MYP Learning Support staff for a transition meeting before the start of the new academic year. Students who will require continued Learning Support in MYP will be immediately eligible for the services.

Transition from MYP to further education (including Diploma Programme)

Learning Support and the coordinators will meet the individual student receiving Learning Support and their family to discuss plans for future schooling. Often a career guidance

counsellor will also be a part of the plans to assist students in determining future plans after completing MYP.

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