

Special Educational Needs (SEN)/Inclusive Education Policy NTI Gymnasiet Skövde

The IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

www.ibo.org

NTI Gymnasiet Skövde and Special Educational Needs/ Inclusive Education Policy

NTI Gymnasiet Skövde (formerly ITgymnasiet i Skövde) was founded in 2001 and was granted authorization as an IB World School in 2004. NTI Gymnasiet Skövde has 4 programmes; three national Swedish programmes related to IT and technology (Technical Programme, Electric & Energy Programme and Technical 4th Year) and the International Baccalaureate (IB) Programme.

The school follows two differing systems of education and both systems share a common pedagogical principle of inclusion and accommodation of special educational needs. Therefore, NTI Gymnasiet Skövde follows both the national directives set by the Swedish National Agency for Education (*Skolverket*) as well as those outlined by the International Baccalaureate Organization (IBO). The school aims to identify the students' learning styles, scaffold their learning and differentiate the curriculum in order for students to show their true potential. Professional training of teaching staff includes collaborative study and discussion of methods in 'Learning Teams' for teaching students with special educational needs and for all staff together on assigned study days.

Inclusion and Special Educational Needs (SEN) Philosophy

The aim of an inclusion and a SEN philosophy is to create a learning environment that places each individual student in focus and provides the opportunities and support needed for each student to fully access the curriculum and to have every opportunity available to achieve their individual educational goal.

The inclusion and SEN philosophy therefore aims to develop the individual student in alignment with the IB Learner Profile and the IB Mission Statement. Both documents/ models have as an aim to develop the individual student to become knowledgeable and understanding of differences and in these respects, the importance of creating a teaching and learning environment which mirrors these ideals is of utmost importance. This philosophy recognizes that learner variability must consider changing contexts and the shifting strengths and challenges that learners experience.

Inclusion and Special Educational Needs

What is inclusion?

'Inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs.' (From *Diploma Programme: From principles into practice*, April 2015, p29)

What is a special educational need?

A student is seen to require additional support in school when the student is seen to be at a disadvantage or risk of not being able to follow the course or complete the assessment requirements. A student can face many different kinds of challenges, for example related to health, language abilities, organizing and managing time. A special educational need may include those who struggle to reach academic goals as well as exceptionally able students.

What are inclusive access arrangements?

'Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.' (From: *Access and Inclusion Policy*, 2018, p4)

Description of practices

The *Diploma Programme Assessment Procedures 2024 B1 General Regulations: Diploma Programme* Article 14 outlines the responsibility of the school and how SEN are to be met. IB states that it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school. The national requirements of the Swedish school system also require the school to identify the needs of its students.

There are several points in time or points of contact during the pre-diploma and diploma school years at which student's needs can be identified and supported.

Entrance Day: When we meet prospective candidates for the first time during our Entrance Day we have an entrance test in English and mathematics which may indicate special educational needs in these subjects (see the [School Admissions Policy](#)). We also interview each student in order to gain a broader understanding of the candidate and to give the student the opportunity to ask for, and for the school to give, more information about the IB programme.

School Start: Prior to start of school or at the latest when the student starts at the school, for those students that are accepted to the school on the basis of the [School Admission Policy](#), we ask for any important information relating to special needs, to be supplied from the student's former school.

In the classroom: Subject teachers are also able to identify special needs in the classroom. Small teaching groups enable teachers to quickly identify special needs where teachers see the student's individual capabilities and difficulties easily. Small groups also make it easier to vary teaching

methods and thus adapt classroom pedagogics to individual learning styles and formative assessments. Extra teaching time, additional resources or material are made available if required.

The school also provides, within the timetable, additional study groups for languages and mathematics, where students can seek extra help from a teacher with their studies.

Outside the classroom: Students, teaching staff and all school personnel receive the support of additional professional competence. The Student Health Team (EHT) is a professional group in place to make well-informed and immediate decisions in the area of special educational needs. The Student Health Team includes a School Doctor, a School Nurse, a School Clinical Psychologist, and three school counsellors - a Student Counsellor, a Special Educator (Special Pedagogics), a Student Study and Careers Counsellor and the team is headed by the Head of School. The team of counsellors and Head of School meet every week to discuss individual student issues and put together individual support plans.

Student Mentor: Each student has a mentor who is there to give general support and guidance to the student during his/her school years. One of the tasks of this mentor is to function as a link between the student, the school community (Student Health Team, teachers) and the student's guardians. The Appraisal Talk held each term with mentor, student and guardian, is also an opportunity for any issues of special educational needs to be discussed.

Student Study and Careers Counsellor: Each student has the guidance of a Study and Careers Counsellor to support the student in his/her choice of IB subjects and the overall requirements of the IB Programme and align these to the student's individual learning needs and future plans and ambitions.

Student Council & Class Representatives: The Student Council consists of two student representatives from each class, and the Head of School and meet once a month. The Student Council is a possible forum to take up issues relating to the social welfare of students in school and organizes social activities but also offers students who feel insecure or unhappy a fellow student (peer) or group of people to turn to and talk to.

Work Environment Committee: This committee works with all aspects of the school environment, physical as well as sociopsychological through regular inspections each term. This committee consists of a student ombudsman and a main ombudsman for work environment, a management representative and property manager.

Approaches to Teaching and Learning (ATL): At different points during the student's years in school, many opportunities are taken to review approaches to teaching and learning and develop the routines and documents we use. Working with ATL helps create a flexibility in learning environments which focus on individual learning needs. ATL also provides tools with which teachers can reflect and develop their own teaching methods to embrace diversity and inclusion in the classroom.

In cases of long-term or permanent learning challenges, the IB Coordinator applies to the IB (using the appropriate online forms and supplying (a) a psychological/psycho-educational/medical report from a psychological or medical service and (b) educational evidence from the school) for inclusive assessment arrangements and informs teachers to teach their courses with this in mind.

There are certain arrangements that can be made in examinations without prior authorization from the IB Assessment Centre. These include, for example, special seating arrangements, the assistance of a nurse or a communicator, permitted rest breaks if required. Arrangements which require authorization include, for example, access to additional time, deferral or deadline extension. (For more information see the IB document: *Access and Inclusion Policy, 2018*).

Implementation

Routines

To ensure that students receive the guidance and support needed and as quickly as possible, a clear and just system of implementation needs to be in place. Below are the routines followed at NTI Gymnasiet Skövde.

When a student is seen to have difficulties in learning and to have a special educational need, the teacher contacts the student's mentor. Students at risk of not meeting course requirements should promptly be given support in the form of "extra adaption". This could include use of audio books, special seating arrangements, visual support (on screen or analogue), speech synthesis or extended instructions. These extra adaptations are documented in an internal school system and regularly evaluated.

The subject teacher and mentor will then inform the other teaching staff at the regular IB Staff meetings, so as to make other teachers aware of learning difficulties and the support put in place to help the student. These learning issues may or may not be relevant in other subjects but through collaboration and discussion, IB teachers become aware of the educational needs of each student on the Diploma Programme, even in subjects other than their own. Discussions to develop transparency of student issues are at all times held with the discretion and personal integrity of the individual student in focus.

If these measures are not sufficient the next step would be a report to the Student Health Team prompting an investigation. This is followed by a decision from the school principal based on a recommendation from the Student Health Team (EHT) on special aids which would mean long-term and consistent adjustments. This would mean an additional alternative teaching method to help the student which would require additional resources to be put in place, for example additional teaching support or course material adapted to a particular learning need, as for example dyslexia.

All measures taken are documented in an internal documentation system, accessible to teachers and administrative staff. Systematic documentation facilitates the coordination and passing on of information at transition stages. All documentation prior to the decision from the Head of School is for internal use only. All documentation after a decision from the Head of School are official documents that may be requested by the parents and students (over 18 years of age). The decision taken by the Head of School may be officially challenged by the student and/or guardian(s) if seen to be incorrect.

Evaluation

Procedures relating to Inclusion and Special Educational Needs are evaluated and revised at several points in time during the Diploma Programme. NTI Sweden carry out an annual quality survey, directed towards both students, guardians and teachers as a basis of quality analysis of all schools within NTI Sweden and issues relating to special needs policies are taken up here.

Communication

The [Special Educational Needs/ Inclusive Education Policy](#) is available to students, guardians and other members of the school community via the school it-based administrative system (Schoolsoft). The official school website also offers information to a wider community of for example prospective students and their parents/ guardians about the main school policies.

During the first week of school, the Student Health Team visit all classes to introduce themselves and explain what they work with in school and how they can be contacted.

At the first Parent's/ Guardian's Evening with class mentors at the beginning of the first school year, an overview of the responsibility of the school to identify and meet the individual needs of the candidates is given to both students and their guardians as well as a short presentation of the Student Health Team.

An overview of the responsibility of the school to identify and meet the individual needs of the candidates is given to both students and their guardians at a Guardians' Evening at the beginning of the first diploma year. Here issues of particular importance to highlight in the document *General Regulations Diploma Programme (B1 of Diploma Programme Assessment Procedures 2024)* relating to special educational needs are taken up and made clear, namely under Article 14: Candidates with Access Requirements.

Inclusion and special educational needs may be discussed in Appraisal Talks held once a term where the opportunity is given for the student together with guardian and mentor to reflect on the learning challenges facing the student in individual subjects and to formulate a strategy forward towards better fulfilling the grading criteria and developing a stronger IB Learner Profile.

Any official documentation written by the Student Health Team is available to those involved.

Special support and advice are given to the training of new teachers in the roles and responsibilities of identifying and working with meeting the individual needs of the student. New teachers at school are therefore assigned a personal mentor (another member of the IB Team) to support and encourage them in this role.

This [Special Education Needs/Inclusive Education Policy](#) is available on the school webpage, Class Google Classroom and school Drive.

The [Inclusion and Special Education Needs Policy](#) is written in collaboration with the IB Team, NTI Gymnasiet Skövde.



IB Documents used in support of this policy (can be found on www.ibo.org)

Diploma Programme Assessment Procedures 2024

General Regulations Diploma Programme (B1 of Diploma Programme Assessment Procedures 2024)

Diploma Programme: From principles into practice (2015)

Meeting student learning diversity in the classroom (December 2019)

The IB guide to inclusive education: a resource for whole school development (updated Nov 2019)

And from earlier consulted texts:

Candidates with assessment requirements (July 2014)

Towards a continuum of international education (2008)