



SPOJENÁ ŠKOLA
Gymnázium Jura Hronca a Základná škola
Košická

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INCLUSION POLICY

School's philosophy

IB describes inclusion as 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.

Inclusive education is in alignment with our school vision. As a response to enhancing the learning of students with special educational needs in the mainstream classroom, inclusive education in our school is provided for students through various interventions, programmes and policies that promote social, emotional, behavioural and academic well-being.

School structure and organisation

School Support Team (SST) (in Slovak: Školský Podporný Tím, abr. ŠPT - pronounced 'ŠEPOT' and meaning 'whisper') was established in alignment with § 130 school law and § 21 and 24n. law 138/2019 concerning pedagogical and professional staff members from the school year 2020/2021.

Our SST is composed of the following pedagogical and professional staff members – school psychologists, special education counsellor and a school counsellor.

School support team cooperates with the school governing body, teachers, educators, parents and pupils, a variety of additional external entities as well as with the Centre for Educational and Psychological Counselling and Prevention (CPPPaP). This institution is mandated by law to issue special needs guidelines for students and teachers to follow.

For students e.g. with barriers in learning; presenting difficulties with the educational process; who are talented and gifted; who are new to the IB programme at our school or with impairments, the special education counsellor is contacted by the teacher. They can assess the educational issues and recommend whether or not the student should

be sent to be diagnosed in the Centre for Educational and Psychological Counselling and Prevention. For students whose mother tongue is not Slovak but English or German, the special education counsellor recommends a centre in Wien, Austria where the child can be diagnosed accordingly and also be given adequate support.

All teachers who teach students with particular special educational and learning needs are informed and educated about how to best approach teaching such a student. Teachers have access to the school's internal online web system and are permitted to see a list of students with special educational needs and an individual study programme is developed for each student separately. All this information helps the teachers adjust their teaching and assessment for student's specific needs without breaching confidentiality. They also have the possibility to individually consult the needs of the students with professionals in the school as well as with the Centre for Educational and Psychological Counselling and Prevention. Teachers and parents/ legal guardians meet the special needs counsellor on a regular basis to discuss the progress of their child. The school special needs counsellor works with the student independently as well as he/she records all necessary documents and information. The purpose of all the above mentioned is to identify appropriate learning strategies, and resources to remove barriers to learning.

All information concerning the pupil's diagnosis is confidential and GDPR compliant. School support team keeps the files in archive in accordance with current Slovak national legal requirements.

Teachers are made aware of our local procedures and follow mandated laws that affect the rights of the student.

Help provided by SST is aimed at students for whom social and emotional issues are interfering with their optimal learning process or general development. Counselling is either provided individually, in groups or whole classes. The members of SST are also available as a resource for parents/ legal guardians, providing guidance on issues related to child development, parenting and the student's school experience. When students or families require support that extends beyond the means of the resources of the school, or when parents/ legal guardians request additional assistance, they are provided with information regarding other professional services in the community.

Inclusion and wellbeing

As our aim is to be a totally inclusive school valuing students and teachers for who they are and creating a positive school climate that ensures the wellbeing and safety of all members of the school community, all members of the school community take responsibility for implementing our school's vision.

3 questions to always ask ourselves when thinking about wellbeing:

1. Are my actions or those of others promoting total inclusivity or perpetuating exclusivity?
2. Am I or others part of the problem or part of the solution?
3. What will I do?¹ (Aow, slide 21)

Inclusion and admission

The school accepts children without discrimination of gender, religion, race, sexuality or nationality. Admission of candidates with special needs requirements are to be dealt with on an individual basis, as e.g. some of the school's sections are not easily accessible by a wheelchair.

The rights and responsibilities

Right and responsibilities of the IB Coordinator

- to work collaboratively with SST and teachers to support students with learning support requirements,
- to officially request IBO for special assessment requirements,
- to provide examination accommodations as needed and approved by the IB,
- to maintain discretion and confidence in providing special education needs services.

Right and responsibilities of the SST

- to make information about inclusion and differentiation available and to keep it up to date in accordance with IB documentation,
- to provide support to teachers and students,
- to encourage communication among teachers, and between teachers and students who require some special educational need,
- to ensure quality decision-making about learning support and assessment accommodations.
- to nurture a culture of collaboration, respect, support and finding solutions in accordance with the school's mission and vision.

¹ Aow, Angelina. 'Becoming a Totally Inclusive School, A Guide for Teachers and School Leaders.', 2022, The IB World Conference, The Hague, PowerPoint presentation

Right and responsibilities of the teachers

- to teach so the learning barriers are removed,
- to enable a student appropriate development and pursuit of his/her goals in accordance with school policies,
- to identify struggling learners and refer the student to the SST or programme coordinator as needed,
- to implement the appropriate interventions suggested by the SST,
- to maintain accurate records of students' progress,
- to participate in all required training when available,
- to maintain discretion and confidentiality in providing special education needs services.

Rights and responsibilities of the parents/ legal guardians

- to communicate all information and documentation regarding child's learning support requirement with the school authorities or an SST member or a school psychologist or a special education counsellor,
- to communicate any changes in child's learning support requirement and special educational needs and any other issues that may affect child's learning with the school authorities or an SST member or a school psychologist or a special education counsellor to provide documentation needed for IBO accommodation requests,
- to play an active role in their child's education.

Responsibilities of the student

- to be proactive in asking for assistance from the school administrators and staff,
- to be an active participant in classes and meetings,
- to follow IB policies and procedures and the school's code of conduct,
- to accept their responsibilities and exercise their rights while respecting other people's rights.

Reviewed and updated October 2022

Aligned with Learning diversity and inclusion in the IB Programmes, IBO, 2016; Teaching students with particular special educational and learning needs – a resource for schools, IBO, 2004, First published in August 2004 and with Diploma Programme, Candidates with special assessment needs, IBO, 2004