

Passion for education



Internationales
Stiftungsgymnasium
MAGDEBURG

POLICY Inclusion



Preface

The International Stiftungsgymnasium (ISG) is committed to ensuring full access and equal opportunities for all students to succeed and reach their personal potential. This includes providing additional support and resources for students who may need them. To create a truly inclusive environment, the school works closely with teachers, educational staff, and parents to foster a supportive, friendly, and welcoming culture that promotes independence, motivation and a love for lifelong learning. In addition to these core principles, the school implements various initiatives aimed at promoting inclusion and breaking down barriers for all students, regardless of their backgrounds or abilities.

We adhere to these values:

Acceptance:

Encouraging and fostering a culture of diversity and acceptance where students from various backgrounds and perspectives are not only welcomed but also deeply valued and respected.

Identification of Needs:

The school will proactively identify the needs of students with special educational requirements, disabilities, or learning difficulties through a variety of methods, including the admissions process, teacher observations, and open channels of communication with parents or guardians.

Communication

Regular and open communication is paramount. The school will engage in ongoing communication, at least twice a year through development conversations, involving parents or guardians, students, and relevant staff members. These dialogues are essential to ensuring the provision of inclusive support. Furthermore, inclusive support discussions will be an integral part of biannual class conferences.

Provision of Support

The school is committed to providing tailored support to meet the unique needs of students with special educational requirements, disabilities, or learning difficulties. Such support may encompass various accommodations, including but not limited to, extra time for assessments, access to assistive technology, and adjustments to the physical learning environment.

Differentiation

The school places a strong emphasis on inclusive teaching practices and differentiated instruction. This approach ensures that all students are actively engaged and appropriately challenged. It involves offering a variety of learning activities and materials that cater to each student's individual level and learning style. Alternative means of demonstrating learning, such as visual aids, graphic organizers, or oral presentations, will be encouraged. Collaborative learning activities will also be incorporated, enabling students to learn from one another and

enhance their social skills. Group projects and structured discussions will be assigned to encourage teamwork and knowledge-sharing.

Inclusive Assessment

All students, including those with special educational requirements, disabilities, or learning difficulties, will have equal access to assessments. Necessary accommodations will be made in accordance with the guidelines outlined in the IBO document "Candidates with Assessment Access Requirements."

Review

This policy will undergo regular reviews to ensure its continued effectiveness and alignment with current best practices in the field of inclusive education.

Responsibility

The school's DP Coordinator assumes the responsibility of overseeing the effective implementation of this policy. It is their duty to ensure that all staff members are well-informed about their roles and responsibilities in accordance with this policy.

Through these comprehensive steps, ISG is committed to creating an educational environment where every student is not only welcomed but also empowered to excel. The purpose of this document is to guarantee that all students have equitable access to the Diploma Programme, provide optimal learning conditions and environments for each student and their parents, support and guide teachers and administrators, and ensure a consistent and comprehensive approach to understanding and addressing learning support requirements throughout the school community.

Procedures Implemented by the school

Candidates with learning support requirements are identified based on their medical history record. These students are diagnosed prior to starting or during their education at the ISG for which their parents are responsible. During a class conference, it will be decided whether the claim for compensation of disadvantages or special learning approaches is justifiable. This decision is sent to the specific coordinator, who reviews the documentation and informs the class teachers and the DP coordinator about the student's medical condition, learning support requirements, and assessment needs.

The Coordinator then shares this information with all subject teachers, who work together to better meet the student's needs by individualizing the teaching and learning process.

The application is limited to one year and must be renewed annually. The medical report must be updated every two years. Through the compensatory measures, students are granted longer processing times or simplified task structures.

The staff members at the school bear the responsibility of adhering to the state laws governing learning support requirements, working together as a team to address student needs, and communicating the school's procedures and policies for students requiring learning support to both parents and students.

Students with physical disabilities have the opportunity to receive a permanent school assistant who supports them in everyday situations and helps them integrate as best as possible into school life.

The school's objectives include catering to the requirements of all students, granting all students access to the curriculum, ensuring optimal progress for each student, implementing varied teaching and learning approaches, utilizing diverse assessment tasks and strategies, establishing productive partnerships with external organizations as required, and maintaining a healthy relationship and communication with parents.

The ISG adheres to the IB's policy on inclusion, which emphasizes positively responding to the unique requirements of each individual rather than segregating students based on their differences. Each teacher is responsible for providing personalized learning strategies, and the Diploma Programme planning process involves incorporating customized learning and teaching methods that match each student's specific goals and needs.

Assessment

Students with learning support needs may require specific assessment accommodations, which are carefully planned based on ongoing teacher observations. Continuous monitoring of the student's progress helps determine their current needs, and the accommodation plan is customized to meet each student's individual requirements.

To request inclusive assessment accommodations for students in the Diploma Programme (DP), the DP Coordinator initiates an online application. Along with the application, the coordinator submits supporting documentation, which may include samples of the student's handwriting or relevant medical records, to the IB Assessment Center. These accommodations are provided in accordance with the guidelines outlined in the IBO document "Candidates with Assessment Access Requirements" and may include, among others, additional time to complete external assessments and access to a word processor and spell check.

Once assessment accommodations are granted by the IB Assessment Center, the DP Coordinator communicates this information to teachers and administrators. However, before submitting any necessary documentation to the IB Assessment Center, the school must obtain the student's consent for the requested accommodations. The school also assumes responsibility for making all essential arrangements to ensure that the authorized equipment for students with assessment access needs functions correctly during the assessment process. This meticulous process ensures that students with learning support needs receive the appropriate accommodations that enable them to demonstrate their knowledge and abilities effectively during assessments, ultimately fostering a more inclusive and equitable learning environment.

Gifted and Talented Students

Working with gifted and talented students can be challenging as these students may have high expectations of themselves and may put a lot of pressure on themselves to succeed. The following strategies can be used to support and challenge gifted and talented students:

- The ISG provides a range of extracurricular activities that offer advanced coursework to challenge high-achieving students and allow them to explore their academic interests beyond the standard curriculum.
- High-achieving students are supported in their pursuit of knowledge through opportunities for independent study, enabling them to delve deeper into subjects at a faster pace than their peers.
- The ISG advocates for a balanced approach to education, encouraging high-achieving students to maintain a healthy equilibrium between their academic pursuits and other aspects of their lives, including extracurricular activities, hobbies, and social connections.
- The ISG provides various resources, such as counseling, mindfulness training, and time management strategies, to assist high-achieving students in managing stress levels and maintaining their well-being.
- The ISG also offers leadership and community service opportunities, allowing high-achieving students to benefit from leadership roles or participate in community service projects through school clubs and other initiatives.

A student can skip a school year within the same school type upon request of the legal guardians and approval of the class conference, if the student's academic performance and overall personality indicate a successful performance in the corresponding school year. The legal guardians will be advised in a timely manner. A period of up to one school semester is granted for catching up on the material of the skipped school year and for the evaluation of performance. The performance of the second school semester is particularly relevant for the year-end report. Skipping a school year is usually only possible at the end of a school year.

Important Links to other Policies

Integrating our school's inclusion policy with other policies is pivotal in ensuring equitable opportunities for every student to thrive and realize their full potential. This holistic approach permeates all facets of our educational framework, encompassing tailored assessments, embedded language support, differentiated learning strategies, and the nurturing of essential skills like inquiry, critical thinking, problem-solving, and collaboration. Our dedication to inclusion is deeply interwoven into the very fabric of our policies, providing steadfast support and empowerment to every student.

Assessment:

1. **Customized Assessments:** Our commitment extends to delivering assessments uniquely tailored to address each student's distinctive needs. This encompasses the integration of alternative assessment methods, such as projects, portfolios, and presentations.
2. **Diverse Assessment Modes:** To capture a comprehensive picture of student learning, we employ a diverse array of assessment modes, ensuring a well-rounded representation of their progress.

3. **Fairness and Equity:** Guided by unwavering principles of fairness and equity, assessments are conducted with the utmost impartiality, ensuring that every student is evaluated fairly.

Language:

1. **Robust Language Support:** We provide robust support to students with additional language needs, ensuring their full access to the curriculum while nurturing their linguistic development.
2. **Universal Language Emphasis:** Language development is esteemed as a foundational element for all students, and we are committed to embedding language support across all subject areas, transcending conventional language classes.

Teaching and Learning:

1. **Differentiated Learning:** At the core of our pedagogical approach lies the practice of differentiated learning strategies, meticulously tailored to meet the diverse needs and aspirations of individual students.
2. **Collaborative Learning Culture:** Recognizing the value of teamwork in the educational journey, we actively foster opportunities for collaborative learning, facilitating the development of essential social skills.
3. **Inclusive Curriculum:** Our curriculum is thoughtfully designed to ensure accessibility for all students, creating an inclusive learning environment that accommodates a diverse range of learning styles and abilities.
4. **Empowering Critical Skills:** We emphasize the cultivation of critical thinking, inquiry, and problem-solving skills, equipping students with the essential tools for success in real-world scenarios.

In essence, our commitment to inclusion is not an isolated initiative but an integral component woven throughout our educational policies. By seamlessly incorporating these principles into our approach, our goal is to create an educational experience where every student, regardless of their individual needs or background, has the opportunity to excel and thrive.

Professional Development

Professional growth and development for our staff is a crucial aspect of our dedication to inclusivity at our school. We recognize that the establishment of an inclusive learning environment necessitates continuous learning and advancement, and we are resolute in our effort to support our staff in this endeavor. Our professional development opportunities center on equipping educators with the requisite expertise and abilities to cater to the needs of all pupils, irrespective of their aptitudes or backgrounds.

During our Wednesday meetings and in-service consultations, we discuss themes such as individualized instruction, universal design for learning, and culturally sensitive teaching. Our professional development endeavors also underscore the significance of cultivating a favorable and inclusive classroom environment where all students feel esteemed and treated with respect.

Besides these training options, we urge our staff to enhance their skillset in this domain by participating in external professional development initiatives. Additionally, we provide

chances for staff members to collaborate and exchange best practices, both within our school and with other schools in our network.

Our specially trained school assistants for pupils with inclusive requirements have undergone legally mandated continuing professional development.

Ultimately, our unwavering dedication to ongoing professional development guarantees that our staff is well-equipped with the essential knowledge and abilities to establish an inclusive learning environment that meets the diverse needs of all pupils.

Procedures regarding Confidential Information

At ISG, we prioritize the protection of our students' confidentiality and sensitive data above all else. We have meticulously developed a comprehensive set of protocols to guarantee that every aspect of managing confidential student information strictly adheres to both legal and ethical standards.

Our protocols are methodically structured to oversee the collection and secure storage of confidential student data, exclusively for legitimate educational purposes. This information is securely maintained within our school office and can only be accessed by authorized personnel, namely the school secretary and the school administration.

Access to confidential information is subject to rigorous control measures, with authorization granted solely to school staff members who possess a genuine interest in providing essential educational services and support. This designated group may include members of the school administration, relevant teachers, or the school social worker.

In situations necessitating the disclosure of confidential information to external parties, we rigorously follow a specific procedure. Prior to any such disclosure, we diligently obtain written consent from the student's parents or guardians, unless legal obligations dictate otherwise.

Furthermore, our students and their families maintain the fundamental right to review and challenge the accuracy of any confidential information contained within their records.

To guarantee the proper handling and protection of confidential data, all school staff members are thoroughly educated about our procedures and guidelines for reporting and addressing any suspected breaches of confidentiality.

Our unwavering commitment to these protocols is deeply embedded in our core mission: to establish and maintain a secure and nurturing learning environment for each and every student. We unwaveringly uphold the principle of safeguarding their privacy while simultaneously ensuring that their educational needs are comprehensively addressed.

Basic Legal Requirements

Local:

- State school law and laws regarding inclusion and special educational needs of Saxony-Anhalt
- Anti-discrimination law of Saxony-Anhalt
- Curriculum guidelines of Saxony-Anhalt

National:

- The German federal law on equal opportunities for people with disabilities
- The German federal education law
- The German federal anti-discrimination law

International:

- The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which outlines the rights of people with disabilities and requires the removal of barriers to inclusion in education
- The United Nations Convention on the Rights of the Child (UNCRC), which emphasizes the right to education and protection from discrimination for all children
- The IB standards for teacher qualifications, training and professional development
- The IB standards on inclusion, which emphasizes positive responses to individual needs and avoiding marginalization
- The IB guide to inclusive education

Creation of this Policy

This policy was collaboratively developed by the Diploma Programme Coordinator, DP teachers, and was approved by the Head of School.

The policy is reviewed and updated annually by the DP Coordinator at the start of each school year.

The policy is communicated effectively to students, their parents, and the Department of Education through various channels such as the school website, parent-student meetings, the school library, school presentations, and email correspondence.