Kuopion Lyseon lukio

IB school 000786

# Inclusion Policy

## **Date of the review**

2023 (spring)

This document is based on the following IBO documents “The diploma programme: From principles into practice” (2015), “The IB guide to inclusive education: a resource for whole school development” (2019), “Meeting student learning diversity in the classroom” (2019), "Access and inclusion policy” (2022) and “Learning diversity and inclusion in IB programmes” (2020).

## **Legal requirements**

The special educational needs policy at Kuopion Lyseon lukio upper secondary school is based on the following Finnish laws and legally binding documents: Act on General Upper Secondary Education (Lukiolaki), Student Welfare Act (Oppilas- ja opiskelijahuoltolaki) and Curriculum for General Upper Secondary Education of City of Kuopio (Kuopion lukioiden opetussuunnitelma).

## **School’s vision**

The values our school supports are education, student orientation, community spirit, consideration of others, promotion of positive change, responsibility and a sustainable lifestyle.

Our school recognizes the value of differentiated learning for students with special needs. Differentiated strategies enable students to achieve outcomes or extended learning outcomes. The use of additional variables such as time, organization and evaluation techniques will also be necessary to meet diverse student needs. However, specific individualized adaptations may be necessary to enable students to meet curriculum outcomes. Adaptations are defined as strategies and resources to accommodate the learning needs of an individual student. They are planned, implemented and evaluated to enable students to achieve the school curriculum outcomes.

The students enrolled in the IB Programme work towards achieving the assessment objectives as described in each subject guide. It is recognized that these objectives cannot be changed. Special arrangements such as access to additional time, rest breaks, separate room and seating arrangements for the exams can be made if the student meets the criteria as laid out by the International Baccalaureate Organization in the document Access and inclusion policy (2022).

## **The structure and process**

According to the school’s admissions policy our intention is to provide opportunities for students with special educational needs to access the Diploma Programme. Students’ special needs are considered during the learning process and through assessment and evaluation. For example, tests for dyslexia are arranged for all pre-DP students. Support for students with special needs is built on the practice of inclusive schooling. The teaching of students with special needs occurs within their peer group.

Teachers monitor and observe students’ studying and learning constantly. If students have any difficulties and challenges in their studies, self-management skills, physical or mental health there are also many professionals available to help.

If necessary, an extensive student support team is called in place to support learning. The team may consist of principal, IB-coordinator, special education teacher, school nurse, school psychologist, school doctor, social worker and teacher member.

Moreover, the school uses a student information system where all relevant and required information about special education need is recorded.

In addition, our school pays attention to the fact that many IB students live on their own. Therefore, IB-coordinator interviews all the students several times during the IB Diploma Programme. Peer tutors offer collaborative learning and are available if need be.

The school building is historical and preserved by the National Board of Antiquities. This means that there is no elevator. However, if needed, wheelchair ramps are possible to install. The school is situated in the city center and therefore easily accessible by different methods of transportation.

At the core of all learning is the affirmation of student identity to promote self-esteem. We aim our students to become self-regulated learners by the end of their IB education. However, we acknowledge that students may have various difficulties with their studies. We want to enable the learner profile for all students.

## **The rights and responsibilities**

Our school has qualified personnel that enable the identification of students with special needs. It is a normal part of teachers' work and education in Finland to differentiate teaching methods and material to suit individual needs on each course.

Services of a special education teacher, a social worker, a school nurse, a school doctor and a school psychologist are available. For physically challenged students, services are provided under the law of services for disabled.

The rights and responsibilities of the members of school community are following:

* Students are treated based on Finnish law and IBO regulations. The school personnel strongly encourage the students to inform their current challenges and difficulties related to their performance at school. In Pre-DP, the students are told about the inclusion policy of the school.
* Teachers can provide extra tuition in their respective subjects. Teachers’responsibility is to guide students, if needed, to seek further professional help.
* IB coordinator and student counselor helps students in planning their studies and, if needed, they guide them to seek further professional help.
* The special education teacher tests the students for dyslexia and informs the IB coordinator and the teachers of such difficulties. The special education teacher supports students in their challenges related to learning and studying. Special education concentrates mainly on pedagogical support, helping the students find their individual learning styles, and promote students' self-esteem as learners.
* The psychologist supports holistic mental wellbeing. Appointments can be scheduled when needed. The psychologist helps the students with issues like stress, depression, anxiety and social relationships.
* School's social worker supports students in many different challenging life situations that affect their studies. These might include financial problems, issues with motivation and everyday life management.
* The school nurse helps with health-related issues. Appointments can be made daily when a need occurs.
* Guardians/parents of students are informed and contacted regularly until a student turns 18. The IB Study guide for the school provides information of the inclusion policy to them.