

## Spojená škola, Pankúchova 6, Bratislava

Organizačné zložky: Gymnázium, Pankúchova 6, Bratislava

Základná škola, Pankúchova 6, Bratislava



# Inclusion Policy

Policy written by:	Leadership team
Version Number:	Version 01
Applicable to:	Whole school
Approved on:	May 2021
Review Cycle:	3 years
Date of Next Review:	May 2024
Related Policies:	Admission Policy, Assessment Policy

## Mission Statement at Spojená škola, Pankúchova 6

*We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students’ needs and their unique personalities and supporting them to become multilingual lifelong learners who help to create a peaceful and better world.*

### 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.”** (from [www.ibo.org/](http://www.ibo.org/))

## **Philosophy**

Inclusive education means creating educational conditions for all students in schools that will help them to overcome barriers to learning and support the development of their individual potential. An inclusive approach is defined as "the unconditional acceptance of the special needs of all children". Heterogeneity is perceived as normal.

As a school with the International Baccalaureate programme, we recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experience.

It is the policy of Spojená škola, Pankúchova 6, Bratislava not to discriminate on the basis of race, colour, religion, national origin, sex, age, weight, height, genetic information and any other reasons prohibited by laws. This diversity of student backgrounds, we believe, contributes to our school community and inspires teachers and students to be caring and open minded.

## **Definition of Special Educational Needs**

Some of our students have special academic, physical, social or emotional needs that are addressed so that each student can be successful.

Our priority is to ensure equal opportunities for all students (with special emphasis on the health and socially disadvantaged) through effective educational services, the necessary complementary aids and support services in school classrooms in order to prepare students for productive lives as full members of society.

In particular, the following target groups are taken into account when creating an inclusive school environment:

- students from socially disadvantaged backgrounds,
- students with Specific Learning Disabilities and Special Educational Needs
- students with health impairments (in accordance with the possibilities of the school)
- foreigners and migrants
- gifted and talented students

## **Admission procedures**

In the process of admission to study, it is the responsibility of parents to inform the school about the possible learning disabilities or special needs through the results of diagnostics from a pedagogical-psychological centre (CPPPaP). The School Counselor and the School

Psychologist review any applications that are identified as potential SEN students. That team makes a recommendation for admissions or requests further information. This may include:

- higher time allowance
- possibility of typing on the computer

In addition to reviewing individual student applications, the School reviews current SEN enrollment to determine if we can serve the needs of incoming students while continuing to meet the needs of currently enrolled students. Where appropriate, diagnostic information is shared with classroom teachers.

(Find more information in [Admission Policy](#))

### **Identifying students already enrolled**

At Spojená škola, all students with special educational needs, with social, emotional, and/or academic difficulties are identified, referred to and reviewed by the School Counselor and the School Psychologist. During the review process, students are evaluated to assess their individual needs, and a success plan is created. Additionally, students who are identified as advanced or gifted learners will also be appropriately placed and supported in the classroom. If necessary, students are referred to a pedagogical-psychological centre for further consultation and professional diagnostics.

Beside this, all students with special educational needs are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

### **Support Given and Services Provided**

At Spojená škola, support for students with special needs and abilities includes a School Psychologist and a School Counselor assistance, collaboration and/or consultation. They collaborate, and problem-solve, with general education teachers on lesson planning, co-teaching, and teaching strategies. Collaboration and consultation services are also provided by a certified psychologist at pedagogical-psychological centre( CPPP aP). These services consist of observations, support facilitation, consultation and/or collaboration with students, teachers, staff, and parents to help support the struggling learners. A psychological evaluation can lead to the process of student integration that can include:

- implementation effective strategies for students with SEN
- Individual Education Plan

- an assistant: based on a CPPPaP recommendation the school may request an assistant, who may or may not be assigned by the Ministry of Education.

Based on the diagnosis, general education teachers provide differentiated approaches to learning in order to help students of all learning styles. All students, either with SEN or gifted/talented, are included and educated in general education classes.

## **Differentiation**

At Spojená škola we share the philosophy that if “we increase our understanding of who we teach and what we teach, we are likely to be flexible in how we teach” (Tomlinson and Edison, 2003). In line with this philosophy, the academic, social and emotional needs of each learner are addressed. Differentiated strategies are implemented in all unit plans of IB Programmes (PYP, MYP, DP). Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials.

## **Monitoring**

Teachers pay attention to the following order and elements while observing the students in their class:

- Lesson observation: participations in lessons, homework, time management, group work, skills and attitudes,
- Evaluation: improvement/regression of the tough topics,
- Social time: relationships with friends, relations with teachers, self-expression methods, skills and attitudes, assessing free time, taking part in group activities, taking responsibility within the group.

## **Assessment**

At Spojená škola, Pankúchova all students are assessed with IB criteria respecting the CPPPaP recommendations for assessment of students with special academic needs. Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects through the academic year, as appropriate to their needs. (see [Assessment policy](#))

## **Privacy**

At Spojená škola, Pankúchova 6 all information pertaining to the students is subject to a code of confidentiality. School Guidance Services Files related to all students are kept in the school archive in accordance with the current Slovak National Legal Requirements.

## **Conclusion**

At Spojená škola, Pankúchova 6 we respect all students with academic, social, emotional, and physical needs and provide them with the support and mentoring in order to reach success in their private and professional life.

## **Resources**

Admission Policy: Spojená škola, Pankúchova 6, 2021

Programme Standard and Practices, 2014

MYP: From principles into Practice: Learning diversity and inclusion in IB programmes, Geneva 2016

[https://www.statpedu.sk/files/articles/nove\\_dokumenty/projekty/eea\\_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf)