

## Inclusion Policy

Haganässkolan's IB Diploma Program practices are steered by IB standards and practices as well as Swedish School Law and the Swedish Upper Secondary School Ordinance. The Swedish laws have sections that describe students' right to education, development towards the goals, as well as right to support in various forms depending on the situation and even the right for parents/students to challenge a decision made by the school about special support. The IB also has its own published Access and Inclusion policy which informs our own local policy in this regard. At Haganässkolan, we aim for as many students as possible to be able to have access to and benefit from the IB Diploma Program. We therefore work to meet the individual needs of those who enter the program after the admission process, as per our Admission and Continuation Policy.

This Inclusion Policy was drafted in September 2020 by the Diploma Programme Coordinator. It was shared with the school leadership team, the student health team, and the IB teaching team for their review and feedback. After feedback, any relevant revisions were made to reflect necessary changes and was completed in June 2021. This Inclusion Policy will be reviewed in August 2024.

<b>The steering documents guiding this Inclusion policy specifically are:</b>
---

[Swedish school law \(Skollag 2010:800\): Chapter 3, paragraphs § 2, 5, 6, 7, 8, 9, 12j.](#)

[Upper Secondary School Ordinance \(Gymnasieförordning 2010:2039\): Chapter 9, paragraphs 4, 5, 6, 7, 8, 9, 10](#)

[Candidates with Assessment Access Requirements \(IBO Published May 2009\)](#)

[Access and Inclusion Policy \(IBO Published November 2018\)](#)

[Programme Standards and Practices \(IBO Published 2018, Updated March 2019\)](#)

The foundational underpinnings of this policy come from the IB Standards and Practices and are as follows:

**Standard: Culture through policy implementation (0301) >Practices**

**Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-91).

**DP 1:** The school provides for the full DP and monitors and evaluates its efforts to provide students equal opportunities to undertake it. (0301-01-0331)

**DP 2:** The school implements and reviews strategies to encourage students to pursue the full IB diploma (0301-0332).

**Culture 2:** The school implements, communicates and regularly reviews an Inclusion policy that creates cultures that support all students to reach their full potential (0301-02)

**Culture 2.1:** The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100).

**Culture 2.2:** The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200).

**Culture 2.3:** The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

**Standard: Student Support (0202)>Practices**

**Student support 2:** The school identifies and provides appropriate learning support. (0202-02)

**Student support 2.3:** The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

The following policy details are written in a way that holistically answers each of the standards above.

**How does the school secure access to a Full Diploma Programme education for the broadest possible range of students?**

This can be looked at in two ways, the first way has to do with ensuring that grade 9 (compulsory school) or grade 10 (upper secondary) students are aware of and have information about the Diploma Programme at Haganässkolan and that they know how they can apply.

The second way has to do with when students are accepted into the programme and how we monitor their progress and reflect on their status as a full diploma candidate.

Regarding Pre-Admission to the program:

The municipality explicitly decided to start the Diploma Programme in Älmhult in order to complement and extend the International Baccalaureate Programmes already in place at the International School of Älmhult in the form of EYP, PYP, and MYP. Therefore, we implement the following strategies to ensure the students and parents from ISÄ are aware of the DP in Älmhult at Haganässkolan:

The Diploma Programme Coordinator, together with the Study and Work Counselor for Grade 9 students, plan and carry out information meetings to grade 9 and/or MYP 5 students and parents who are soon to apply to upper secondary programs. This even includes the opportunity for visits to the program and shadowing and schedule open house events. The municipality also has scheduled yearly information exhibitions for schools to be represented in the area, of which Haganässkolan always takes part. The Study and Work Counselor is kept informed about the requirements and information about the program, so that when he/she supports students in the application process, he/she is aware of the Diploma Programme as an option and specifically, what Haganässkolan's DP can offer.

At Haganässkolan, we announce/inform that first year students may be eligible to enter DP for the final 2 years of school.

The DP Coordinator additionally outreaches to various EU compulsory schools to inform about our program and our subjects which might be of interest to students thinking about applying to high school. EU citizens have a right to move and go to school in Sweden.

The school's website and social media pages provide updates and information about the program in general.

Application and Admission process:

1. The school has identified a number of paths for admissions, as detailed further in the [Admission and Continuation Policy](#).

- a. Completion of one year of upper secondary school in either a Swedish National Programme or other such foreign educational equivalent.
- b. Completion of the IBDP Middle Years Program Year 5 or grade 9. In Sweden, some MYP 5 classes are officially aligned with Swedish grade 9, however, many MYP 5 students show a readiness in both Approaches to Learning Skills as well as knowledge to enter DP 1. And even students coming from a Swedish national program show readiness to begin DP 1 as well.

Students are not penalized for not having passed every single subject in the first year of upper secondary school, however, a student must be passing in English, Math, one Social Science, one Natural Science.

A placement test is administered in Math and English in order to guide them to understand if IBDP is the best possible education path for them or not.

If after reviewing prior grades and the placement tests, it is deemed the student may not be prepared to start DP 1, it may be deemed that the student would still benefit most from teaching and learning in English as opposed to a Swedish speaking national program. Therefore, the school has chosen to offer a Pre-Diploma Programme which supports them in getting more prepared for the Diploma Programme. The Pre-Diploma Programme is a preparatory year consisting of subjects normally offered to a first year upper secondary student in the Swedish National Programmes, however, they are taught in English. The Pre-Diploma Programme combines the national subjects of English 5, Mathematics 1\*, Civics, Biology or Natural Science\*, Swedish\*, as well as some orientation courses that allow students to become familiar with some of the DP subject offerings.

\*Subject level offering will be determined based on student needs. For example, we may offer Math 1a as a course that merits a grade with successful completion, however, if a student needs more challenge in math, he/she may be able to have an exam in Math 2c.

The DP Coordinator takes contact with the student's prior school to receive any information about the student that is relevant to the transition to the Diploma Programme. Students will be accepted into the Diploma Program who show meet the criteria for admission and thus with the idea they will be working towards the full diploma.<sup>1</sup>

#### Post Admission into the program:

The starting point for all students who are accepted into the Diploma Programme is inclusion in all regular classes and are also considered candidates for the full diploma. After entering the full

---

<sup>1</sup> A consideration to accept a student as a certificate student or a Diploma trial student could be considered in exceptional circumstances. In making this determination, the school relies on the **The United Nations Convention** on the Rights of the Child which is supported by Swedish School Law 2010: 800 (Chapter 1, paragraph 10). The concept dictates we do what is best for the child and take their perspective into consideration. Doing this requires a mapping of the child/student's overall circumstances before deciding what is best.

diploma track, the school follows its "[Admission and Continuation Policy](#)". The student is assigned a mentor, as per Swedish school law 2010:800 (Chapter 15, paragraph 9a). The mentor's role is to follow the knowledge development of each student and have an overall understanding of the student's study situation. The mentor has a responsibility to inform the Diploma Program Coordinator, or the Head of Program if there is a concern regarding a student.

The IB team together monitors students progress and our practices, evaluate our practices, and ensure equal opportunity to pursuance of the full diploma by following regularly scheduled activities as described next.

Students and guardians are informed before and directly after entering the Diploma Programme of the requirements needed to earn a diploma. When needed, information is also given about access arrangements for the official assessments (adaptations which must be requested and authorized by the IB, or adaptations that the Diploma Programme coordinator may make internally); as well as explaining the possibility of switching to "Certificates", if necessary, and only as a last resort.

An [Assessment Timeline](#) is shared upon the start of the first school year and regularly referred to. The Assessment Timeline is planned out to avoid overwhelming students in any particular time period with too many official summative assessments. As students move through the program, we have 4 officially timetabled checkpoints in place to monitor their progress, official check points happen prior to the finalizing registration for the full diploma.

- Week 46 in November of Year 1: Development Talks happen with students, as well as their 1<sup>st</sup> CAS interview. This is a formal check point where the student is equally involved in a reflection to assess what is going well and what is a challenge.
- Week 16 in April Year 1. Development talks.
- Week 24 in June of Year 1. Report of Predicted Grades. As per the continuation policy, if a student has not reached 22 points from the sum of their final predicted grades, there is an assessment to determine what course of action is needed to be taken.
- Week 43 in October of Year 2. Development talks will happen a little earlier than in Year so that we can have a final check point before the deadline to finalized registrations for the full diploma.

Note: If a student (or student's parent) communicates that they are having significant challenges, or, it is observed by any single teacher that a student is struggling, this will be escalated to the IB teaching team first. The team discusses differentiated learning strategies which can be made for the student as part of the regular teaching and learning practice.

Some examples of differentiation which might be implemented:

- A student with dyslexia might be given an allowance of extra time for reading or writing assignments. Additionally, we provide audio books as much as possible.
- A student with ADHD might be given permission to take breaks during lessons at agreed upon times.

- A student who shows challenges understanding a task or content may be required to have more frequent check-ins with the subject teacher to ensure understanding.
- Clearer instructions, eg both write and explain
- Evaluate and adjust teacher's and/or student's positioning in the classroom.
- Allow a student to complete oral assignments instead of writing them.
- For more guidance on what constitutes differentiation as opposed to a plan that is more of an intervention, see Skolverket's General Advice.<sup>2</sup>

Note that access to a word processor or computer is not listed as a differentiation strategy because all of our student receive their own laptop and through regular use and practice become rather proficient in its tools. We may however, order a special program or give instruction for how to use specific applications that a particular student might find helpful, i.e., allowance to a keyboard application in the students' mother tongue, for example.

Differentiation strategies to be utilized by teachers are documented in the notes to our IB teacher collaboration meetings. The IB teacher team meets at least once per week and at least once per month, there is an agenda point for reviewing and evaluating differentiation strategies in use with specific students. Differentiation is seen as integral to the fabric of the teaching and learning process in an inclusive environment, and, as they are typically not adaptations that require authorization from the IB for official examinations, they are not written into the more formalized Support Management Plan (SMP).<sup>3</sup>

If the student continues to struggle after a period of approximately 6 weeks after implementing differentiation strategies, the IB teaching team will escalate the matter to the school's Student Health Team (SHT). It is also possible to skip directly to escalation to the SHT if any teacher or student reports more significant struggles.

The SHT consists of the following listed members. After each title, a short role description is included as relevant to their work in the SHT.

- Head of School: makes the decision regarding the creation of a support management plan or not.
- The DP Coordinator: monitors all students' progress in the DP, makes suggestions for differentiation and adaptations in accordance with the IBO published policies. Additionally advises students in planning for further education (University specific).
- The school nurse: takes a proactive role in student health. Holds health talks with students and can support in advisement in matters of student health.

---

<sup>2</sup> <https://www.skolverket.se/getFile?file=3299>

<sup>3</sup> Additional time on exam components is an adaptation that requires authorization from the IB for paper exam components. This document is internally complimented by the IB's own access and inclusion policy, in which, there can be found a list of possible adaptations and whether they require authorization from the IB or can be decided internally.

- Special education pedagogue: Works with and advises teachers in differentiation strategies or needed adaptations. Carries out and documents pedagogic investigations and writes support management plans. Helps students with Approaches to Learning Skills, like managing their time or structuring an organized work plan. Involves parents as needed in any plans involving the work the school does with the student.
- School counselor: provides psycho-social/emotional support and/or guidance to students who want or need it.
- School study and work counselor: Advises students in planning for further education or work. Advises students who seek a change in their current educational program. There is a Swedish counselor and the DP Coordinator acts in this capacity for the IBDP students.

Depending on the situation with a student, the special pedagogue may decide to begin and coordinate a pedagogical investigation into why the student is struggling. If this decision is taken, the school has more resources it may turn to for help and guidance, including: a school psychologist, a speech therapist, and a school doctor. Beyond that, the region has a Children and Adolescents Psychiatry Clinic (in Swedish “barn och ungdomspsykiatri” or BUP) to which the school can refer families to visit and with whom the school can collaborate if there is a matter regarding psychological or learning impairments.

The outcome of the pedagogic investigation will steer any further, more formalized, adaptations we will make for the student to be able to best access and engage in the teaching and learning environment. If adaptations are required beyond typical in the classroom differentiation strategies, a Support Management Plan (SMP) will be written for the student. It is only the Head of School who can make the final decision for a student to have an SMP and the SMP is documented in a data protected online system called IST.

An SMP will detail the following:

- What adaptations are needed for the student
- Who is responsible for ensuring the adaptations happen
- When/Where/How often the adaptations need to happen
- How the adaptations need to be carried out
- The date to follow up and evaluate the effectiveness of the adaptations

Examples of possible adjustments one might see in a Diploma Programme student’s SMP could be (but not limited to):

- The student remains a full diploma, however, the school will seek to have the IB authorize a so-called “split session” for the student. This may also require permission from the municipality for the student to have a 4<sup>th</sup> year in upper secondary school, depending on the student’s situation.
- A reduced program which means the student is no longer a candidate for the full diploma, but a certificate/courses candidate instead.
- Scheduled meetings with a teacher for extra support.



- Meeting with the municipality's coordinator for activities for youth (KAA) who can help a student plan for other activities outside of school (like work placement, for example).
- Scheduling of lessons in a classroom adapted for students with hearing difficulties.

Recommending a student to not pursue the full diploma is the final and last option before exploring other possible options to support the student in pursuing the full diploma. In instances where pursuit of the full diploma is no longer an option, the municipality provides extra support by assigning a coordinator for youth activities to meet with the student and plan other non-school related activities.

Reviews are scheduled to monitor all student progress, including those who need differentiation or who have an SMP. IB teacher team meetings are held weekly on Thursdays, and at least once per month there is a review of students' progress. If a student has a documented need of differentiation or an SMP, then there is a formal evaluation scheduled with the special pedagogue.

At the program level we review our teaching and learning practices in a formalized manner in August, after the issuance of results for the past session. Analyzing our final results allows us to reflect if we have the best practices in place or whether we need to adjust our practices.

---