

THIS: Trondheim International School

Inclusion Policy

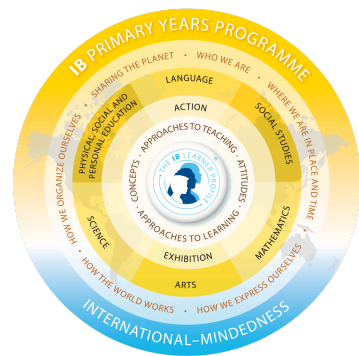
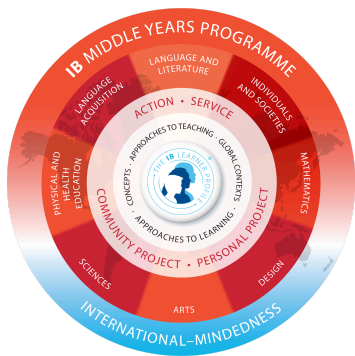


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Vision

Building Global Citizens

Mission Statements at THIS

THIS is an IB world school that creates independent, knowledgeable and caring individuals. THIS fosters life long learners in a safe and supportive environment.

THIS provides academic excellence through a high quality education.

THIS develops values and skills for the world of tomorrow.

THIS inspires action and contributes to the local, national and international communities

Rationale/Purpose for the Policy

As an IBO World School, Trondheim International School's policies promote inclusion that closely follows the IB Publications: *MYP: From Principles into Practice (2014)*, *PYP: The Learner (2018)*, *PYP: Learning and Teaching (2010)*, *PYP: The Learning Community (2018)*, *Learning Diversity and inclusion in IB Programmes (2016)* and *Program Standards and Practices (2020)*. The rationale for this policy is to increase student access to the curriculum and to develop inclusive learning communities that embrace diversity and differences.

Philosophy

THIS believes that all students have the right to an education that is adapted to meet academic and personal challenges, while providing opportunities for students to utilize their strengths and abilities. All teachers are inclusion teachers.

In developing and enforcing this policy the Learner Profile is directly linked. The attributes of the Learner Profile support the learning community in exploring and expressing different aspects of health and well-being for everyone. We encourage our students, parents and staff members to be:

Caring - show respect and have regard for other people's feelings, wishes and rights.

Thinkers - show aspiration, with a caring and positive attitude, about what we can all achieve.

Principled - take responsibility for personal actions in order to be honest, truthful and fair.

Open-minded - show compassion, and try to understand and support others.

Reflective - promote values that enable others to value themselves and one another.

Respectful - respect themselves, others and the world around them.

In developing and enforcing this policy, the Approaches to Learning are directly linked. We encourage our students, parents and staff members to develop:

Communication skills - give and receive meaningful feedback, negotiate ideas, knowledge and emotions with peers and teachers.

Self-management skills - set goals that are challenging and realistic, plan strategies and take action to achieve personal and academic goals, managing state of mind, identifying strengths and weaknesses, flexible use of learning strategies.

Thinking skills - apply skills and knowledge in unfamiliar situations, revise understanding based on new knowledge and evidence.

Research skills - seek a range of perspectives from multiple and varied sources for learning.

Social skills - make fair and equitable decisions, help others to succeed, listen actively to others

Inclusion

Trondheim International School endeavors to ensure equitable access to learning for all students in our school. THIS is committed to identifying and removing barriers to learning. Diversity is seen as a valuable contribution in our school community and we aim to utilize this diversity to deepen understanding in any learning context. At THIS, each individual has value and is given the opportunity to contribute. This way, we aim to increase access and engagement for learning.

According to the IB:

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organization paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.” (Learning diversity and inclusion in IB Programmes, page 1)

What are IB principles for inclusive education?

The IB supports the following principles of an inclusive education where:

- education for *all* is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students

- learning is based on the idea that every student has strengths and resources they can draw from
- learning diversity is valued as a rich resource for building inclusive communities
- *all* learners belong and experience equitable opportunities to participate and engage in quality learning
- potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning
- multilingualism affirms cultural identity and develops international mindedness
- *all* students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- *all* students in the school community have a voice and are listened to so that their input and insights are taken into account
- *all* students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include *all* members of a community
- *all* students experience success as a key component of learning

Aims of Inclusion at THIS

At Trondheim International School there are many plans and policies to ensure that our community is inclusive and that we remove barriers to learning.



Teachers at Trondheim International School identify and remove specific barriers to learning to ensure that all students access opportunities within our school. These plans and policies aim to:

Affirm identity and build self-esteem

- We aim to remove barriers to learning for every member of the school community
- We empower the rights and responsibilities of all students in the school community to fully participate in an IB education
- We utilise the learning diversity as a resource within each learning situation to build an inclusive community (including multilingualism as outlined in the language policy)
- We ensure that all students in the school community have a voice and are heard

Scaffold

- We assess prior learning and design learning experiences so that relevant incremental steps are incorporated into the learning process
- We ensure that all learners belong and experience equal opportunities to participate and engage in learning
- We support learning, building on strengths
- We ensure that all students in the school community develop the IB learner profile
- We ensure that all students experience success as a key component of learning
- We foster the development of independent learning

Extend learning

- We enable assessment that provides all learners with opportunities to demonstrate their learning (as outlined in the assessment policy)
- We incorporate technology in our learning to support our existing curriculum (as outlined in the ICT policy)
- We plan with variation
- We make sure that each student is exposed to teaching and learning that reaches them as individual learners
- We create optimal learning environments, where mistakes are valued and assumptions challenged (as outlined in the School Environment Plan)
- We incorporate the whole school community (students, staff, parents and caregivers)
- We develop skills to create self-regulated learners through the ATL skills

Value prior knowledge

- We recognize that students come with prior learning and experiences
- We perform a holistic assessment of background knowledge, understandings and needs to support and extend learning
- We recognise that there are gaps and overlaps in learning for each individual

Ensure social inclusion

- Monitor and support a positive learning environment as outlined in our school environment plan
- Encourage our community to share their passions and support them to bring these skills to their learning
- Identify strengths and weaknesses within ourselves and others

Value cultural diversity

- We draw from our diverse school community to further extend and create an understanding of the world around us and prepare for the future

- We use our diversity to develop individual confidence and growth so our learners can deal with situations outside their comfort zones
- We acknowledge that there are more similarities than there are differences between cultures
- We support our community to share their cultures with one another

Language Inclusion

- We support our students to share their mother tongues with each other in their learning journeys
- We celebrate and value the language diversity in our school community

Stakeholder Responsibilities

Parents/Guardians

1. Parents/Guardians have the main responsibility for their children's development and learning. Parents/Guardians shall inform the contact teacher if they suspect that their child is in need of assistance or has an existing / identified area of concern.
2. The guardian/child must take part in the design and assessment of the offer.
3. The guardian/child can, on their own initiative, ask the school/PPT to complete necessary assessments to determine whether the child/student utilizes the services provided.
4. The guardian/child can, on their own initiative, request an expert assessment/evaluation.
5. Parents/Guardians must give consent before a decision on special education offers.

School

1. The Head of School is responsible for ensuring that students receive an adjusted educational offer based on the students' needs. If the student does not utilize the ordinary educational offer, the Head of School considers what measures are necessary to implement, including any need for special education. The Head of School must ensure that the school has a system for the necessary mapping and assess the need for assistance from PPT in system-oriented work.
2. The contact teacher is responsible for finding out and notifying the Head of School, as well as the follow-up of all students in the class, including students with special educational needs.
3. All schools must have a special education adviser (Special Needs Coordinator) who assists the Head of School with the facilitation, coordination, and organization of special education.
4. The Head of School is responsible for requesting assistance from PPT in those cases when it is considered necessary.
 - a. Assistance can result in expert assessment in collaboration between the school and PPT. Pending any expert assessment, the Head of School must ensure that the necessary measures are taken.
5. The Head of School must make Single Rights Decisions (SRD) when an expert assessment is received. The SRD states whether the student will receive special education. The SRD must be justified and follow the provisions of the Public Administration Act and the Education Act regarding content and case management. Parents must give their consent for a decision to be made.

6. An individual education plan (IEP) must be written for a student who is entitled to special education according to Section 5-1 of the Education Act. The IEP must be based on the SRD.
7. Annual reports must be prepared in which the training is evaluated.
8. The IEP must include the entire educational offer for the student. For students with measures according to various pieces of legislation, the IEP can be included as part of an Individual Plan (plan initiated by the municipality, in addition to the educational needs). The IEP cannot replace an IP, or vice versa.
9. The school is responsible for informing parents about the content of the IEP.

Organization of the work

The Head of School is responsible for ensuring that the school follows routines in the handbook on special education and has internal routines that describe the division of responsibilities and work.

1. Year Level Team: all pedagogues employed at a stage or in a work team.
2. The special education/Student Support Team can consist of a special education advisor, possibly other professionals from the school, relevant representatives from the administration
3. Professional team (Fagteam) consists of: From the school: - The school's management - Social education advisor - Contact teacher - Other teachers as needed - Current professionals as needed: assistant, employee in the after-school program, environmental worker, others. From BFT:

Representatives from PPT, health and social work/child welfare. Parents can participate.

Contact teacher obtains consent from parents before discussions in subject teams. The teams must have regular meetings - the meeting schedule must be known to the staff.

PPT

1. PPT is an expert body.
2. Expert assessment ("sakkyndig vurdering") is designed in close collaboration between guardians/children, PPT and the school. Expert assessment is prepared so that SRD can be made within three months of referral.
3. Expert assessment can be given for a 1-4 year period.
4. The PPT must prepare a new expert assessment if necessary after evaluating the student's overall situation and/or the Board/Head of School requests it.
5. PPT provides the necessary investigation in cases where there is a need for supplementary expertise.
6. The PPT can, if necessary, participate in the design of the IEP.
7. The PPT Leader is responsible for submitting an expert assessment for children who do not attend kindergarten to the Department of Education and Training for any decisions on special education.
8. The PPT Leader is responsible for ensuring that the PPT has routines that describe the division of responsibilities and work and that these are followed up and evaluated.

PPT assists the kindergarten/school in system-oriented work within the field of special education.

Proceedings and Complaints

1. The proceedings must take place continuously without delay. This applies to the school's mapping of the student's needs, work with expert assessment, SRD, IEP and assessment.
2. The case procedures must be in line with the Public Administration Act.
3. Any complaints passed to a higher authority must be dealt with on an ongoing basis.

The school must at all times be updated on the whereabouts of a complaint and must be able to respond to parents' inquiries about proceedings. Complaint processing [on the Education Act's Chapter 5 Special education](#).

Relevant laws and guidelines

The Norwegian Education Act, Chapter 5 (Opplæringsloven §5) entitles all students who do not benefit from the ordinary lessons a right to special education. Students who receive special education are entitled to the same amount of teaching hours as other students.

- Norwegian Education Act / Opplæringsloven §5, §9A
- The Independent School Act (Friskoleloven) §2-3, §3
- Regulations to the Independent School Act (Forskrift til Friskoleloven) Ch. 3
- Rundskriv F-12/2006, pkt 1.2 side 2
- Forvaltningsloven kap VI (Om saksforberedelse ved enkeltvedtak)
- Guidelines for Special Education (Veileder til Spesialundervisning)
- Håndbok for Spesialpedagogisk Arbeid (<http://www.trondheim.kommune.no/handbokspesped>)
- IB guidelines (PYP and MYP program specifications)
- Oppl.lova § 13-3 a. Plikt for fylkeskommunen til å sørge for grunnskoleopplæring og vidaregåande opplæring i helseinstitusjoner

Appendix I: Procedures regarding Special Educational Needs

Stages	Actions	Parties involved	Documentation
1 Teacher/s or the parents/guardians are concerned about student progress.	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> -Adapts and accommodates for the learning needs of the student (on individual and/or systematic level). -Monitor student progress. -Inform parents/guardians and students of concerns and strategies/ measures that are implemented. 	<p>Teacher</p> <p>Parents/guardians</p> <p>Student</p>	<p>Teacher notes and observations</p> <p>In-class assessments</p>
2 Concerns about student progress are increasing, despite learning adaptations.	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> -Meets with parents/guardians and students to clarify the student's needs. -Discusses different measures on a systematic level, intense subject intervention, etc. -Assesses progress within a set timeframe -Arranges meetings with the Student Support Team (SST). 	<p>Teacher</p> <p>Parents/guardians</p> <p>Student</p> <p>Team leaders (PYP and MYP coordinator)</p> <p>Other team members (ie. MYP group)</p> <p>SST members</p>	<p>Meeting notes</p> <p>Teachers` planning documents</p> <p>SST referral and follow-up form</p>
3 Progress is not as expected	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> -Evaluate the student's progress and map out further student's needs. -Bring the case back to SST to be evaluated -The need for further guidance, investigation, or other assistance from Pedagogical- psychological services should be clarified. <p><u>SNCo:</u></p> <ul style="list-style-type: none"> -With parents`/guardians` permission SNCo can run necessary screenings and assessments. 	<p>Teacher</p> <p>Parents/guardians</p> <p>SST team</p> <p>Leadership team supervisor</p> <p>Other team members (ie. MYP group, subject teachers)</p>	<p>Meeting notes</p> <p>Teachers` planning documents</p> <p>SST referral and follow-up form</p> <p>Report from SNCo, in case assessments are run</p>
4 Support from Pedagogical- psychological services in the municipality (PPT)	<p><u>Teacher and SNCo:</u></p> <ul style="list-style-type: none"> -Informs parents/guardians and obtains consent for the case to be discussed with the Professional team or with contact person at PPT. Parents/guardians are invited to join the meeting, too. -Informs appropriate team members of the new measures, actions, recommendations, time frame, etc. <p><u>PPT:</u></p> <ul style="list-style-type: none"> -Can advise the school and can give a maximum of up to three consultations. If assistance is required after that, the case should be sent out to The child and family service, PPT. 	<p>Teacher</p> <p>Other team members (ie. MYP group, subject teachers)</p> <p>Parents/guardians</p> <p>SNCo</p> <p>Representatives at Professional team</p> <p>PPT- representatives</p>	<p>Fagteam meeting notes</p> <p>Meeting notes</p> <p>Teachers planning documents, notes and observations</p> <p>*SST referral and follow up form or (Action plan after Fagteam)</p>
5 Concern is intensifying	<p><u>School staff and representatives from Professional team and PPT</u></p> <ul style="list-style-type: none"> -If they assess that the student does not have the benefit of ordinary education, the student should be referred to PPT for an expert assessment (permission from the Profesional team or PPT is a requirement) -Consent from parents/guardians and students who are 15 years old and above is mandatory. <p><u>Parents/Guardians</u></p> <ul style="list-style-type: none"> -Can request assessments or an expert assessment by PPT on their own initiative. The school must support them with the referral. <p><u>SNCo</u></p>	<p>Teacher</p> <p>HoS approves</p> <p>SNCo</p> <p>Parents/guardians</p> <p>Representatives from Fagteam, BFT and/or PPT</p>	<p>Referral to BFT, PPT</p> <p>Pedagogical report</p> <p>Assessments, evaluation, reports and other documentation that can support the referral</p>

	-Coordinates and/or administers necessary screenings, documentations and refers the student to BFT-PPT.		
6 Expert assessment	<p><u>PPT</u></p> <p>-Is performing investigations</p> <p>-If necessary obtain documentation from other agencies</p> <p>-Has to ensure that expert assessments and single right decisions are completed in three months. If the Single right decision can not be done within 1 month period after PPT received the referral, PPT must notify the school</p> <p><u>HoS</u></p> <p>-Should send a preliminary answer to the parents/guardians and/or student.</p>	<p>PPT</p> <p>HoS</p> <p>SNCo</p>	<p>Expert assessment</p> <p>Preliminary answer</p>
7 Single right decision	<p><u>HoS and SNCo</u></p> <p>-Single right decision is based on an expert assessment and should be written as soon as possible. It can indicate whether the students are eligible or not for special education services.</p> <p>-Notify and obtain consent from parents/guardians and students who are 15 years old and above.</p>	<p>HoS</p> <p>SNCo</p> <p>Parents/guardians</p> <p>Students</p>	<p>Single right decision</p>
8 Work by decision: Individual Education Plan (IEP) and . Annual report	<p><i>Individual Education Plan (IEP)</i></p> <p><u>SNCo and school team around student</u></p> <p>-SNCo organizes and plans meetings with the teaching and support team. The team adapts/accommodates for the needs of the students, according to the list.</p> <p>-Use the expert assessments and single right decision to write the IEP</p> <p>-SNCo and CT meet with parents/guardians and students who are 15 years old and above (students can join the meeting when they are 12 years old and above)</p> <p><i>Annual report:</i></p> <p><u>SNCo and school team around student</u></p> <p>-Meet and discuss student progress according to IEP goals and writes the end-of-year report</p> <p><u>HoS</u></p> <p>-Approves the end-of-year report.</p>	<p>Teachers</p> <p>Parents/guardians</p> <p>SNCo</p> <p>Leadership team supervisor</p>	<p>Individual educational plan</p> <p>Annual report</p> <p>Ongoing evaluations and assessments</p>
9 Financing of special education	<p><u>HoS and SNCo</u></p> <p>-Request for funding (including expert assessments, single right decisions and IEPs) is sent to the Department of Upbringing and Education (Fagenhet for oppvekst og utdanning).</p> <p>-Annual reports are sent in addition.</p>	<p>SNCo</p> <p>HoS</p> <p>Department of Upbringing and Education (Fagenhet for oppvekst og utdanning).</p>	<p>Request for funding:</p> <p>Expert assessment</p> <p>Single rights decision</p> <p>Individual educational plan</p>

Glossary - Connecting Norwegian Regulations to IB terminology

Norwegian Regulation	Explanation
Alternative learning area	Learning in context
Alternative and supplementary communication	Refers to specific law that supports removing a barrier to learning for communication
Student Support Team (SST)	School team that supports staff and students in removing barriers to learning. Members: Head of the school, Deputy head of the school, Special needs coordinator, social pedagog, school nurse/s as needed.
Pedagogical-psychological services in the municipality (Pedagogisk-psykologisk tjeneste, PPT)	An expert body in the municipality that supports students, parents/guardians, and school in removing barriers to learning. They are responsible for writing the Expert assessment (Sakkyndig vurdering) which is a legal advisory document for getting special education.
The child and family services in municipality (Barne -og familietjenesten, BFT)	The child and family services in the municipality (Barne -og familietjenesten, BFT) has different departments who are supporting children, parents/guardians, schools and kindergartens at and on different levels.
Professional team in the municipality (Fagteam)	Professional team in the municipality that supports students, parents/guardians, and school in removing barriers to learning. Members: *Representatives from The child and family service in the municipality (Barne -og familietjenesten, BFT): 1. Representatives from PPT 2. Representatives from the department for Mental health and family work (Psykisk helse og familiearbeid) 3. School nurse/s *Guardians * Representatives from school: 1. Head of the school/ Deputy head of the school 2. Special needs coordinator 3. The class teacher and/or other school representatives who are familiar with student's needs
Expert assessment (Sakkyndig vurdering)	Expert assessment (Sakkyndig vurdering) is a legal advisory document for getting special education.
Single right decision (Enkeltvedtak)	Single right decision (Enkeltvedtak) is a legal document that gives students the right to special education. Expert assessment (Sakkyndig vurdering) is based for writing the Single right decision (Enkeltvedtak).

References

Learning diversity and inclusion in IB programmes (2016)

Meeting student learning diversity in the classroom (2013)

Source: <http://www.rosettaprimary.co.uk/inclusion-policies/>

Trondheim Kommune Håndbok i spesialpedagogisk arbeid
(<http://www.trondheim.kommune.no/handbokspesped>)

Norwegian Education Act / Opplæringsloven §5

The Independent School Act (Friskoleloven) §2-3, §3

Regulations to the Independent School Act (Forskrift til Friskoleloven) Ch. 3 Rundskriv F-12/2006, pkt 1.2 side 2

Forvaltningsloven kap VI (Om saksforberedelse ved enkeltvedtak)

Guidelines for Special Education (Veileder til Spesialundervisning)

MYP: From Principles into Practice (2014)

PYP: The Learner (2018)

PYP: Learning and Teaching (2018)

PYP: The Learning Community (2018)