



**FAGERHAUG INTERNATIONAL SCHOOL**

# **Inclusion Policy**

Guidelines for Members of the  
Primary- and Middle Years Programme

- **Policy implementation:** November 2020, PYP and MYP committee
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# 1. Purpose, beliefs, principles

***“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” Learning diversity and inclusion in IB programmes***

At Fagerhaug International School we want to assist each child to develop his/her full potential in regards to both academic and social skills. We aim to provide every child with a differentiated, high quality curriculum developed and authorized by the International Baccalaureate Organization (IBO) with English and Norwegian as the medium of instruction. This includes effective use of additional teacher support when needed. We want all our students to experience success.

***All students have a right to full educational participation and provision for their special needs, as set out in Chapter 5 of the Norwegian Education Act (Opplæringsloven). Learning diversity and inclusion in IB programmes, (2016)***

As part of the IB curriculum, Fagerhaug International School addresses differentiation within the written, taught and assessed curriculum. This is demonstrated in all unit planners for both the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

It is the aim of every teacher at Fagerhaug International School to ensure that students are exposed to teaching and learning that suits them as individuals.

We promote International-Mindedness in all students and encourage personal reflection using the Learner Profile. Teachers will focus on the Learner Profile to build a school environment

where the students are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

All teachers will teach through inquiry. We provide pathways to second language acquisition for all students in addition to supporting mother tongue languages.

## 2. Definitions

**Special Education Needs (SEN)** refers to any student who shows a need for extra support or for challenges beyond the general curriculum. These students will have their own Individual Education Plan (IEP).

**Inclusion** refers to providing access to both IB programs for all students. (PYP and MYP). The school takes the same view as the IB regarding the principle of inclusion. "Inclusion is more about responding positively to each individual's unique needs. Inclusion is less about marginalizing students because of their differences.

**Differentiation** refers to any variations of instruction or assessment in order to meet individual needs.

**Modification** refers to a change in learning activities, tasks, assessment criteria or conditions for students with special education needs.

**Accommodation** refers to the provisions of support or resources for students with special education needs.

### 3. Inclusion at Fint

At Fagerhaug International School teachers will differentiate instruction to include all students in establishing good learning environments in the classrooms. All students will follow the same unit topic, however, the instructional and learning strategies may vary.

Teachers will differentiate in a variety of ways designing lessons based on student's learning styles. Students can be grouped by shared or diverse interests, topics, or abilities for the different assignments. Formative assessment will be used to guide and scaffold their learning for them to meet the goals of the unit. Lesson plans will be adjusted continually to meet the student's needs. Classrooms will be managed to create safe and supportive environments. We consider inclusion to be a continuing process.

**At FINT we strive to:**

- Meet the diverse educational needs of all students, from students with learning disabilities to students with high learning potential.
- Meet the diverse social needs of all students.
- Define the structures and systems needed to support all students.
- Monitor our practices and adjust for student success.

### 4. Responsibilities

**School nurse.**

The school nurse has office hours in school two days a week and students can make appointments to get support and guidance. The teachers may only discuss named students with the council school nurse if the student has given an informed consent. If contact between the school educational staff/leadership team and the school nurse is needed to provide the best

care for the student. In agreement with the student, the school nurse may also be included in meetings to discuss concerns.

### **Class teachers**

Each class has a class teacher who is responsible for following up students on a daily basis. In the MYP teachers use a digital system to monitor the students absenteeism and assess readiness and behaviour. In the PYP teachers monitor absenteeism, readiness and behaviour. A high percent of absenteeism or if we are concerned about the students readiness and/or behaviour will be investigated, discussed and may result in the need for action. Class teachers are regularly in touch with parents/guardians (via transponder, emails, telephone calls etc) in order to keep them informed. At least twice a year, parents/guardians together with students are invited to conferences where inclusive needs may be a relevant issue on the agenda. Furthermore, parents/guardians can find the whole Inclusive policy at the [School home page](#).

### **Social counsellor**

When a potential learning challenge is identified by a member of staff, the responsible class teacher, the PYP/MYP Coordinator and the school Social Counsellor are informed. The school Social Counsellor will, if necessary, discuss the student with external agencies to see if there is need for more monitoring, testing or support. The Social Counsellor will give further guidance to the educational team and be the link between the educational team and external agencies.

### **Parents/Guardians**

The responsibility of the parents/guardians is to communicate to the school all information and documentation regarding their child's inclusion needs and changes in their child's inclusion needs.

### **Students**

Students will be proactive in asking for assistance from the class/subject teacher, school Social Counsellor, PYP/MYP Coordinator and other staff members. This means that the students will take an active role in communicating their own inclusion needs or any other challenges they

may experience. Students will also be proactive in requesting inclusive assessment arrangements or adjusted time.

## 5. Special Education at Fint

If parents or the student's teacher is concerned that the student is not gaining sufficient benefit from teaching, the school is obligated by law to attempt to adapt the situation to meet the student's needs. If such measures are insufficient, the school and the Educational and Psychological Counselling Service (PPT) will then have to assess and advise on how to adapt the teaching for the special needs of the student. After PPT gives their recommendation an Individual Educational Plan is written by the school. These are students with Special Education Needs.

Students with Special Education Needs can be given different educational learning goals than other students. The teacher or assistant given the special education responsibility for that student will monitor and assist the student in the classroom. The student can be provided with specially adapted equipment or support. Special Education shall be adapted to suit the student's needs.

Procedure for teachers or parents who are concerned that the student is not benefitting from the general curriculum.

## 6. Assessment in the MYP

"Any grade awarded to a student in any subject must not be a misleading description of the student's level of attainment according to the course objectives. Schools may modify conditions in relation to the interim objectives developed by teachers to suit the needs of their students and the local context. In the final year of the MYP, the same assessment criteria must be applied

to all students in a given course, regardless of whether they have a special educational need. Variations in assessment conditions are intended only to minimize the effect of a student's functional limitations resulting from a special educational need."

MYP Coordinator's Handbook 2011:32

## 7. External agencies

Representatives from external agencies meet regularly with the school counsellors, the principal, coordinators and class teachers to discuss and make follow-up plans for students.

### **Agencies we collaborate with are:**

- Health service – national, regional, local institutions and school nurse
- Educational Psychological Service (Norwegian: PPT – pedagogisk-psykologisk tjeneste)
- Education Out of School (Norwegian: OT – oppfølgingstjenesten)
- Psychiatric service for children and young people (Norwegian: BUP - Barne- og ungdomspsykiatrisk poliklinikk)
- Special Education Section
- Social Care Services (Norwegian: NAV)
- Child Protection Services (Norwegian: Bufetat)

## 8. Relevant laws and guidelines

The Norwegian Education Act, Chapter 5 (Opplæringsloven §5) entitles all students who do not benefit from 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



- The Independent School Act (Friskoleloven) §2-3, §3
- Regulations to the Independent School Act (Forskrift til Friskoleloven) Ch. 3
- Forvaltningsloven kap VI (Om saksforberedelse ved enkeltvedtak)
- Guidelines for Special Education (Veileder til Spesialundervisning)
- [Guidelines for Værnesregionen](#)