



**Kungsbacka**

# Inclusion/Special Educational Needs Policy

Last revision April 2024

## Vision for an Inclusive IB Diploma Programme

The IB Diploma Programme at Aranäsgymnasiet fully supports the IB's vision for an "inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes"<sup>1</sup>. All students should have the opportunity to achieve their best on the IB Diploma Programme and the school seeks to support them fully in doing so, ensuring that it follows both local legal requirements and IB requirements.

The local legal requirements are set out in "School law"<sup>2</sup>, "School's work on safety and peaceful study"<sup>3</sup> and "A high school education for all"<sup>4</sup>

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<sup>1</sup> IBO, *Equity and Inclusive Education in the IB*. 2023. <https://www.ibo.org/programmes/equity-and-inclusive-education-in-the-ib/> (accessed: 17/04/2024)

<sup>2</sup> Sveriges Riksdag, *Skollag (2010:800)*. 2010. [https://www.riksdagen.se/sv/dokument-och-lagar/dokument/svensk-forfattningssamling/skollag-2010800\\_sfs-2010-800/](https://www.riksdagen.se/sv/dokument-och-lagar/dokument/svensk-forfattningssamling/skollag-2010800_sfs-2010-800/) (accessed: 17/04/2024)

<sup>3</sup> Regeringskansliet, *Proposition 2021/22:16 – Skolans arbete med trygghet och studiero*. 2022. <https://www.regeringen.se/rattsliga-dokument/proposition/2022/03/prop.-202122160> (accessed: 17/04/2024)

<sup>4</sup> Regeringskansliet, *Proposition 2017/18:183 – En gymnasieutbildning för alla*. 2018. <https://www.regeringen.se/rattsliga-dokument/proposition/2018/03/en-gymnasieutbildning-for-alla/> (accessed: 17/04/2024)

## **Rights and Responsibilities for All Students**

- All students and staff have the right to be treated equally and fairly, without discrimination on the basis of gender, ethnicity, religion or other belief systems, sexual orientation or disability. These rights, how they are protected in school and associated procedures are set out in detail in the school's "Plan against discrimination and bullying".

*Legal requirements set out in:* School Law chapter 6.

- All students meet with the school nurse in the beginning of Pre-DP for a medical check-up and an interview to holistically assess the student's situation. Students have access to the school health team which includes counsellors, a psychologist, nurses and a medical doctor.
- All students have the right to feel safe at school and to have a calm learning environment where they have the opportunity to concentrate on their studies. Students themselves are responsible for playing their part in this by helping to maintain a peaceful classroom environment, not disturbing classmates and participating appropriate in classroom activities. Teachers are responsible for ensuring that the learning environment in their classes supports all students in concentrating on their work, adapting as necessary to students' needs at an individual and group level. This is supported by mentors through work in mentor time as and when necessary, as well as by the school safety team, school health team and the principal with interventions such as general team-building activities or lectures/activities based around specific problems.

*Legal requirements set out in:* School Law chapter 1 paragraph 3 and chapter 5 paragraphs 2-3; School's work with safety and peaceful study, p229.

- All students have the right to a mentor. This is someone designated by the principal to maintain an overview of each student's knowledge development and academic situation. They also assist the principal in monitoring students' attendance, as the principal is responsible for investigating repeated or extended periods of absence. At Aranäsgymnasiet, the mentor is usually also a teacher on the IB Diploma Programme.

*Legal requirements set out in:* School Law chapter 15 paragraph 19a and chapter 18 paragraph 19 a; A high school education for all, p50.

- All students and their parents/guardians (if they are under 18 or at the student's discretion if they are over 18) have the right to on-going information about the student's progress at school. The principal is responsible for ensuring that they receive a summary of this information at least once per term and teachers are responsible for providing this information through the school's Vklass system according to dates set out each year in the school calendar. Mentors review this information and discuss it, along with an overview of the student's situation, with the student and their parents/guardians (if they are under 18 or at the student's discretion if they are over 18) during termly development talks.

*Legal requirements set out in:* School Law chapter 3 paragraph 3, chapter 15 paragraph 20 and chapter 18 paragraph 20.

- All students have the right to have their individual needs taken into account in their education. Teachers are responsible for differentiating lessons appropriately, as well as for identifying and making smaller adaptations that are possible within the classroom environment themselves. Mentors are responsible for having an overview of a student's support needs and identifying where further support or adaptations may be needed.

*Legal requirements set out in:* School Law chapter 1 paragraph 4 and chapter 3 paragraph 5.

### **Rights and Responsibilities for Students Who Need Additional Support**

- Any student, parent/guardian (if the student is under 18 or at the student's discretion if they are over 18), teacher or mentor can identify a potential need for further support or adaptations. The mentor is the central point of contact for any concerns like this about a student and they are responsible for referring the student to the special educational needs teacher or school health team to make a further determination of what learning skills, strategies and other assistance they may benefit from. The mentor can also arrange a meeting with any of the student, parents/guardians, principal and representatives from the school health team in order to find the best solution to help the individual student.

*Legal requirements set out in:* School Law chapter 3 paragraphs 5-12.

Examples of inclusive arrangements, depending on student needs and medical/psychological evidence, could include:

- support lessons with a teacher at the study centre or with our special educational needs teacher
- help with planning
- extended time during tests
- the possibility to answer test questions orally instead of, or in addition to, written answers.
- The special educational needs teacher works collaboratively with all teachers who are part of a student's education to ensure that any special educational needs are met.

*Legal requirements set out in:* School Law chapter 3 paragraphs 5-12.

- In the case of students who require arrangements such as extended time on examination papers, the DP Coordinator is responsible for informing the IBO and providing necessary documentation of the students' special needs. Once the DP Coordinator learns of the decision of the IBO, the student, parents, and teachers involved are informed. The DP coordinator is responsible for making sure that the inclusive arrangements are carried out.