

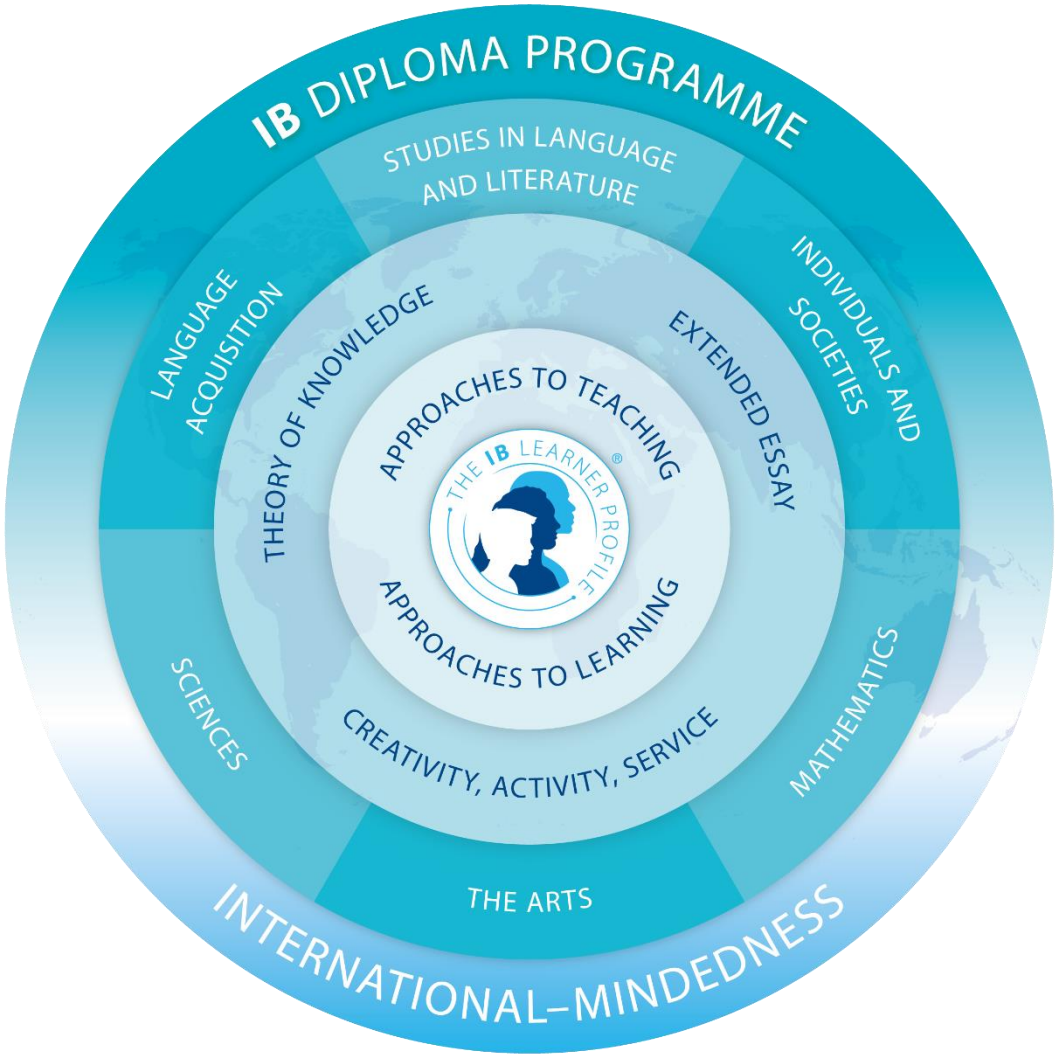


INCLUSION POLICY

Björknäsgymnasiet

Mission Statement from the IB

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.



The School's Mission Statement

Our mission is to provide a dynamic diverse learning environment where we celebrate multiculturalism and promote sustainability and peace to produce positive global citizens.

We aim to inspire our learners to become courageous and competent through our inquiry based and holistic education, where they will achieve both personal and academic success.

Björknäsgymnasiet is a positive and inspirational environment where staff and students grow as individuals and humans.

Background

At Björknäsgymnasiet we work to provide a learning environment that is accessible for all students. Our school aims to be inclusive and we have a variety of programmes for students aged 16-19 in vocational education, academic preparation and special need programmes. Our municipality is central in welcoming refugees and Björknäsgymnasiet offers education for all age adequate immigrants, from illiterates to high-achievers aiming for university. The goal is for everyone to grow as human beings and for all to be given the opportunity to develop from where they are right now. We acknowledge that all students have different needs and requirements and work to ensure an inclusive and inspirational environment where the individual can get the support they need.

Our Student Welfare Team (SWT) is lead by the Head of School and consists of nurses, counsellors and special education teachers. The DP Coordinator will also be a part of the SWT.

The staff at Björknäsgymnasiet assists students in overcoming barriers of an academic, emotional, social, or physical nature. We also have two special teachers in mathematics for students who struggle with the subject and when need be, we have access to psychologists and medical doctors.

Implementation

Through encouraging students to engage in their own learning process and providing them with tools and strategies we help create the sustainability needed to take on the future. Through promoting open-mindedness and encouraging cultural awareness we lay the path for international minded citizens. Through providing opportunities for the students to work with the Learner Profile in all subjects we ensure a holistic development. Through following the students individually and closely our teachers and special education teacher will be able to provide them with support in their specific challenge if necessary.

Björknäsgymnasiet provides support and professional development for all staff to continue to develop strategies to help all learners succeed. We also have an IT pedagogical support team that helps with computer software that may help any student succeed if special needs exist.

Physical Environment

Our school has obstacle free entrances, available for wheelchairs. There are buttons to open doors at the entrances, to the administration and to the library as well as the school restaurant. There are elevators so both floors are accessible to all. Important passages have contrast markers on the floor

for orientation of the vision impaired and the auditorium has induction loops for the hearing impaired. We work closely with the official services for the vision- and hearing impaired so that we quickly can adjust equipment needed.

The teachers are located near the students, so it is easy to get in contact with them when need be. The classrooms are upgraded so that the light- and sound environments are modern and comfortable.

Learning Environment

The student-centered learning environment at Björknäsgymnasiet allows students to work in varied ways, individually or together in pairs and groups. A variety of resources, methods, ideas and tasks are used. We aim to create an allowing atmosphere where students are encouraged to question things and ask questions, all in accordance with the IB learner profile. All students will have an individual study plan which is communicated with subject teachers and parents/guardians. The teachers provide feedback that develops positive self-esteem that allows the students to grow further in their knowledge and understanding. We celebrate creative, critical and original thinking. The learning environment allows students to choose subjects from their own interests and learning preferences.

Björknäsgymnasiet includes students from different countries and offers study support in their mother tongue so that they can continue studying even if it is in a new language (see *Language policy*). Students from other countries arriving in Boden without certificates that can prove they have finished secondary school will be able to take entrance tests to be included in our school (see *Admission policy*). We also pride ourselves on providing every student with their own laptop which makes it easier for everyone to get an education, no matter their socio-economic background. Students with other difficulties such as dyslexia or ADHD have access to computer software that will support them in their academic success.

Our special education teacher implements pedagogical strategies with the teaching staff. For the duration of the next two years all teachers at the school will do a course in special pedagogy in the classroom that is initiated by the Swedish school authorities (Skolverket). We hope this will further the learning strategies and student results.

Social Environment

The school foyer is a meeting point for all students and staff. Here you can take a break, play chess, table football or table tennis. All students have free membership in the school sports association with access to the gym and other activities after school. Twice a year we arrange big outings where all students come together no matter what programme they attend. Our school represents the society as we have a wide range of programmes that are both academic and vocational.

Financial inclusion

We have a strict no fees policy meaning that regardless of economic situation and background, the school is free. All course books, a personal laptop, school lunches and other aspects of the school day are free for all enrolled students (see admission policy).

Confidentiality

The students' right to confidentiality is prioritized and protected by the local BUP (Child and Youth psychology department for children and teenagers up to the age of 18 who need psychiatric support or care).

The Swedish legislation requires a strong use of confidentiality regarding student information. We ensure this by identifying students initials in emails and other communication, the Student Welfare Team (SWT) notes are documented and shared with only the SWT members and medical files are kept by the school nurse and are only available to those who are authorized to view them. Only when students are in danger can the confidentiality be broken and if possible the students will be informed before breaking confidentiality. Guardians and students 18 or older can consent to this. School results and individual education plans are stored in a safe electronic environment.

School Board

The School Board provides adequate funding according to the school mission and philosophy, Swedish school law, and the needs of the school community.

Roles

School Nurse

The school nurse follows the students' development and support them from a health and well-being perspective. There are health checks the first year at the school and the nurse follows up on this and is also active in the weekly SWT-meetings.

School Counsellor (Kurator)

The school counsellor works with individuals and groups about social and emotional issues. The focus is on proactive and preventative strategies but also to invite outside resources (external professionals) when needed.

Student Guidance Counsellor

The main focus is on providing guidance for DP students. In their preparatory year they receive information about subject options for the DP and in their last year it includes counselling about ways to take after graduation. Parents/guardians are included in counselling sessions. As a member of the SWT, the guidance counsellor provides knowledge about educational opportunities to help the team identify the best strategies for working with different students.

Special Education Teacher

Oversees students that need closer individual monitoring. Attends the SWT-team where we every week bring up students in need of adjustments or special attention. This role is responsible for the transition between schools so that our new students can get as smooth a start as possible, as well as assisting teachers in adjusting their lessons so that all students are seen and involved. They have regular meetings with teachers and school leaders, visits classrooms and follows up individuals.

Subject Teachers (also mentors)

Teachers are responsible for the day-to-day management of all aspects of the schoolwork, including the differentiation of work for all students. Teachers identify any learning issues and report them to the SWT. Teachers are responsible for adjusting teaching methods to optimize learning. Teachers will together with the special education teacher make special arrangements of assessment as determined by the Individual Educational Plan (reader, scribe, extra time, etc.).

The mentors follow up on their assigned mentor students with term meetings where guardians are invited. If something special arise the mentor will bring this to the attention of the SWT. The mentor has the overview of the student's progress and study situation.

Guardians

Inclusiveness should be modelled by all stakeholders in the school community. Guardians are responsible to inform the school if their child has any support requirements and any other information to ensure the well-being of their children in the school environment. We always have meetings with the guardians prior to the student beginning at our school if they have special needs of any kind.

Guardians are expected to be present at annual information meetings and term meetings to follow up on their child's education. Guardians should follow recommendations and decisions determined through regular meetings and any plans (support, individual education, or academic action plans) decided upon. Monthly information letters are sent to the guardians, and we are eager to cooperate with the home to increase holistic development with each student.

Students

Students have the responsibility to follow our policy so that inclusion is with us in our everyday school lives. Students have the responsibility to be punctual and prepared for lessons and meetings. Students should actively take responsibility for their learning by working to the best of their ability and advocating for themselves when they need help.

Access Arrangements

Access arrangements that reduce or remove barriers that may prevent or disadvantage students from participating in their learning process are provided by the school. The arrangements do not change what the student is expected to learn and do not lower expectations but are provided to support the student in line with IB policy. Barriers may include, but are not restricted, to these: hearing, intellectual exceptionalities, speech and language, movement and coordination, medical, mental health, reading, seeing, social-emotional, and writing.

In order to implement access arrangements, the following requirements must be met:

- Long-term or chronic challenges.
- Identified by a professional such a psychologist, or observed at school or at home, or after learning about previously identified challenges.

Decision pathway for inclusive access arrangements:

1. The special education teacher, mentor and DP coordinator invite to a meeting with student and parents/guardians to identify appropriate and optimal access arrangements.
2. A trial implementation during learning and teaching is arranged and monitored for one month and reviewed thereafter.
3. If the arrangements are considered supportive and optimal, a learning plan will be written and implemented. The plan will be monitored and reviewed after three months.
4. If the arrangements are supportive and optimal, the learning plan will be confirmed.

5. The DP coordinator will submit an application for inclusive access arrangements on behalf of the student to the IB for the IB Summative assessments.

Policy review

The Inclusion Policy will be reviewed by the Deputy Head of School, the Programme Coordinator and the Special Education Teacher annually in November for the first three years and thereafter every second year.

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Contact Information

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<https://www.boden.se/utbildning/international-school/international-programme-upper-secondary.62d60acc>

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