



Special Educational Needs/Inclusive Education Policy

Rudbecksgymnasiet, Örebro, Sweden

Rudbecksgymnasiet is an upper secondary school situated in central Örebro that offers the IB Programme and National programmes that prepare for university studies, and a programme for working in health care. The school also offers programmes for students with hearing disabilities. Rudbecksgymnasiet has approximately 1200 students in three different year groups. Our focus is to ensure academic progress as well as mental and physical well-being. Rudbecksgymnasiet shares a philosophy of equality and participation in all school activities. The school believes that an inclusive educational policy enriches the individual and the class, as well as the whole community. Students encountering any difficulties or challenges they cannot master on their own are in good professional hands at Rudbecksgymnasiet. The identification and provision of support for students who need extra help is essential to our mission at Rudbecksgymnasiet. Whatever needs a student may have we embrace the challenge of meeting the student's needs in a professional way with adaptive teaching at an organisation, group and individual level. Cooperation between different professionals on a regular basis enables us to meet every student's learning needs. Our aim is to enhance the students' development emotionally, intellectually, and physically. We strive to help every student reach his or her full potential. It is essential therefore that our school policy fosters young adults in an inclusive environment which encourages mutual respect of one another and acceptance of differences. Rudbecksgymnasiet has students with a wide range of educational needs. Some students come to us with long-term challenges while others need extra support only during a limited period. Some have well-defined needs when they start, while others may have special needs that appear during their education.

The school's vision

At Rudbecksgymnasiet young people are prepared for a future where democratic values and knowledge based on science is put into practice. We develop curiosity, ambition and kindness in young people that understand human values and sustainable development, together with a commitment to act in the world and society that we live in.

Rudbecksgymnasiet and the IB Diploma Programme

The IB programme aims to “encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right” (from the IB Mission Statement). This implies that diversity is central in IB schools all over the world. Students receive a meaningful and equitable education and access to the curriculum with or without extra support. As a part of the Swedish Educational system

Rudbecksgymnasiet works in accordance with the guidelines and policies provided by the Swedish Ministry of Education. The national guidelines make sure every student is supported and challenged to meet his or her full potential. This includes academic progress as well as physical and mental well-being. Every student has the right a learning environment where teaching and learning is accessible to them and where they can take an active part in the learning. Teaching is organised to provide scaffolding for students' learning, and the curriculum is differentiated in order to develop and strengthen all students. The school strives to offer an inclusive learning environment where all students can participate and be met with respect for their uniqueness. All staff contribute to make the learning environment effective, but also friendly, welcoming and protective for all learners. From the first day of school we aim to establish trust through channels of communications to all staff members in the team, maintain continuity and cohesion in the IB staff team over the course of the programme, and identify early obstacles in the learning environment, which might then be dealt with. This is our basis for successful teaching and learning.

Members of Staff

The overall responsibility for staff and students is in the hands of the principal. The principal is also responsible the organisation of teaching and learning. The IB programme has a coordinator in charge of the overall IB administrative routines, but he or she is also closely involved in the everyday work in the classroom. The coordinator works close to both the principal and all the teaching staff, as well as a support team (including special educational needs teachers, the school nurse, and the school counsellors). Every student has one teacher who is his or her mentor with the responsibility to follow the student's education and well-being and to contact parents if needed. Twice every year the parents are invited for a development talk. A development talk is a review and goal-setting meeting for students and their parents. Teachers promote a school environment which embraces diversity in the classroom and see diversity as a resource and an opportunity to learn from each other.

The subject teachers are responsible for the development and academic progress of all students. Flexibility and special adjustments on an individual and group level with differentiated tasks based on inquiry and problem solving makes the teaching accessible for all students. Students are always included in decisions about their learning and their studies and all students have the right to be successful. Especially in the first year the members of staff focus on reading and writing skills, on organisation, on time management and study and test-taking skills. Students will learn to become more and more independent and they will, with the support of their teachers, develop their own strategies to become life-long learners and to take ownership of their learning. All members of staff are responsible for the students at our school and we aim to organise the teaching so that it will be accessible to all students. Rudbecksgymnasiet ensures that all members of staff provide equal opportunities for all students in the day-to-day learning situations in the classroom as well as during exam sessions.

The School Student Health Team

The School Student Health Team consists of special needs teachers, a school nurse, a medical doctor, a psychologist and a student counsellor. The team works together with teachers and principals to create a learning environment that is inclusive, enhance students learning and development, and promote health. Interventions for students in need of extra support are

primarily given as special adjustments in the regular classroom education. There are two different roles for special needs teachers: one is to work with the overall school situation of the student; the other is to work specifically with mathematics, language, reading, and writing development. Both have the role of inclusion facilitators to support teams, teachers and students. If needed students can also temporarily have one-to-one teaching with special needs teachers.

Collaborative Planning

Team based planning and teaching is successfully implemented to help and support students. Collaborative planning on a weekly basis, supported by our web-based information system (Managebac), enables teachers and students to follow the planned activities and assessments in each subject. The students have a school tablet or laptop for all digital work. Opportunities to learn good study skills and strategies for smart learning are given and help to make plans for less stressful learning is provided all the way through the preparatory year and the two diploma years. Collaborative planning by all IB teachers and weekly meetings ensure a tight support system for our students at an individual, group and organisation level. The collaboration ensures that the special educational needs/inclusive education policy is applied in our daily work.

IB Regulation in Assessment Situations

Where normal assessment conditions would put students with special needs at a disadvantage reasonable adjustment must be given in accordance with the IB regulations (please, contact IB coordinator for more information). When needed the IB coordinator will address the IB organisation to obtain the allowance to make necessary adjustments in assessment situations. All special arrangements must be made in correspondence to the IB regulations. Whenever necessary the IB coordinator informs the IBO about a student's special needs. He or she then uses the therefore advised documents and the necessary documentation of the student's special needs as for example extended time on examination papers. After the IBO has decided what arrangements the student can have, the IB coordinator informs the principal, the members of staff, the student and the parents of the decision. Once the inclusive assessment arrangements for a student have been authorized by the IB they are carefully planned, evaluated and monitored by the coordinator, the special needs teacher, the subject teachers and the mentor.