



INCLUSION POLICY

All members of Danila Kumar International School community should exhibit the attributes of the Learner Profile which are linked with the inclusion policy: to be caring, open-minded, balanced and to inquire, research and communicate in an honest way and within socially established procedures.

MISSION STATEMENT

Danila Kumar International School (DKIS) was founded to facilitate the lives of foreign families in Slovenia by offering two reputable International Baccalaureate programmes: The Primary Years Programme (PYP) and the Middle Years Programme (MYP – the first three years).

Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideas of intercultural understanding and respect, responsible communication and citizenship and cooperation with schools and institutions both in Slovenia and abroad to create a better and more peaceful world. Hence, DKIS welcomes all students and their families, regardless of nationality, religion, physical abilities, sexual identity, ethnicity or cultural background.

OVERVIEW AND INTRODUCTION

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. 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.

We embrace and respect our students' personal and cultural identities, home and family languages, as well as their prior experiences and learning, as it contributes to our school community and inspires all of us to be more caring and open-minded. Through multiple teaching strategies, we make sure that all our students have equal access to a broad, balanced and relevant education.

The PYP and MYP approaches to learning diversity and inclusion mirrors the school and the IB philosophy in promoting equal access to the curriculum for all learners. Inclusion in practice applies the four principles of good practice as identified by the IB:

- Valuing prior knowledge: meaningfully assess existing knowledge, strengths and interests; take account of prior learning when designing, differentiating and planning for new learning.
- Scaffolding: Assessing prior learning is crucial, so that smaller steps can be incorporated into the learning process, and students are scaffolded in working towards mastery. Modifications such as pre-

teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers.

- Extending learning: create the social and emotional conditions for learning, and promote environments that welcome, celebrate and embrace diversity.
- Affirming identity and building self-esteem: Students with a positive identity are better able to take the risks necessary for successful learning. All students are visible and valued.

Our school is an inclusive school, and we enroll candidates with learning support requirements as long as their condition allows them to reach modified assessment arrangements, and they are not dangerous to the school community. With the current professional staff structure at DKIS, we cannot offer sufficient support to students with severe learning disabilities, whether the disability is related to physical motor skills, hearing, speech, autism or other such developmental disorders. Nevertheless, our school believes in providing the best education to all; therefore, we give unbiased consideration to each admission application to determine whether the school will be able to provide equal opportunity to succeed and if required documentation will be provided.

AIMS OF THE POLICY

- To determine the procedures and practices in working with students with learning support requirements
- To determine a whole school approach to teaching and learning
- To enable students with learning support requirements to complete the educational process in the most effective way
- To establish effective communication with parents and institutions who work with students with learning support requirements
- To create an environment for the holistic development of students with learning support requirements
- To ensure that any special needs of students are identified early, assessed and provided for
- To clarify expectations of families, school, administration and students

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

- Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)
- Autism
- Specific learning disability (such as dyslexia or dyscalculia)
- Dyspraxia (developmental coordination difficulties, motor learning difficulties)
- Speech, language or communication needs
- Emotional and behavioural difficulties
- Physical disabilities (such as brittle bone disease, cerebral palsy, muscular dystrophy...)
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions (such as asthma, allergies, arthritis, epilepsy, diabetes...)
- Mental health conditions (such as schizophrenia, eating disorders, anxiety, bipolar disorder, depression...)
- Gifted and talented students
- ESL/EAL students

Implementation of learning support

- Identifying a child at risk as quickly as possible and taking early action to meet their needs;
- Planning strategically to improve accessibility of the school's premises (ramps and lifts for physically challenged students) and curriculum for all students;
- Monitoring progress and reviewing goals regularly;
- Work in partnership with parents by making regular contact to share progress;
- Work in partnership with students to reach targets and goals;
- Seek assistance, where appropriate, from outside agencies;
- Develop positive self-esteem and positive attitudes about school and learning in these students;
- Enable these students to monitor their own learning and become independent learners;
- Provide additional support and resources for struggling students;
- Involve parents in supporting their children's learning through effective parent-support programmes;
- Promote collaboration among teachers in the implementation of whole-school policies on Learning Support for these students.
- Provide orientation sessions for new teachers to get them familiarized with the school's inclusion policy.

We believe that each student needs an individual approach and that it is very important for students to receive support that is time appropriate and suited to their needs in order to prevent problems and help them feel successful and confident in their knowledge and skills. Classroom support for all students with special education needs and abilities may include:

- Direct student support (individually or in a group) – curriculum modifications, enrichment activities, small group instructions or one-on-one support, help classes, extra classes (subject specific in MYP), EAL lessons, SEN lessons in PYP, classroom accommodations, additional professional support within the school (psychologist, pedagogue professional and social pedagogue...).
- Indirect student support – through teacher and/or parent support, individually or in a group.
- External support when a student (or parent) has social and/or emotional and behavioural difficulties that require additional clinical assessment and/or the provision of specialist therapies. If the student is already involved in other health services, a school professional might request information from their professionals.
- Teacher support – individually or in a group.
- Parent support – individually or in a group.
- In-class support teacher – assists students with learning support requirements, improves teacher-to-student ratio and allows for more teacher and student interaction.

Scaffolding activities

- Promote the importance of agency – voice, choice and ownership – and self-efficacy,
- Differentiation of regular lessons,
- Experiential learning,
- Research work on different levels,
- Extra help lessons,
- Additional lessons for able students,
- Individual lessons or help during lessons provided by counsellors,
- ESL/EAL lessons,
- Buddy/parent tutoring programmes,

- Reading programmes in the library,
- Extracurricular activities,
- Presentations of experts from local institutions,
- Orientation for students to use appropriate and relevant resources in the library,
- Collapsed days.

In DKIS the staff experts or consultants who work with students and guide teachers to work with students with learning support needs are the pedagogue and psychologist.

The school has access to the following testing or screening:

- ✓ The psychologist performs:
 - SPM Standard Progressive matrices (Raven)
 - WISC 3 Wechler's Intelligence Scale for Children
 - POŠ Readiness of children for school

ROLES AND RESPONSIBILITIES

Inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities. Dynamic learning communities incorporate the whole school community and take into account the voices of all learners, their parents and caregivers, support staff, and non-teaching staff (The IB guide to inclusive education: a resource for whole school development, 2015)

School Board

- Provides funding according to school philosophy standards and Slovenian state legislation

Administration

- Oversees the development, implementation and review of school policy on learning support and needs services.
- Observes the process of identification and assessment procedures.
- Ensures that students receive support.
- Provides professional development, guidance and advice to staff in relation to teaching methods and resources.
- Encourages teachers to increase their knowledge in this area.
- Facilitates the involvement of other community institutions and experts in contributing to learning support.
- Ensures resources and facilities for SEN activities.

Class Teachers

- Discuss concerns about students in their class with the learning support team/pedagogue if they have concerns about a student's academic performance, behaviour, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks.
- Implement teaching programmes which optimise student learning.
- Implement the school inclusion policy.
- Review the outcomes of assessment and special assessment arrangements.
- Inform parents of concerns regarding their child and indicate helpful school policies and practices, and maintain regular and positive contact with them.
- Attend all meetings with parents and learning support teachers and counsellors.
- Implement appropriate-differentiated activities within the classroom, adjust the programme in line with individual learning plans and curriculum differentiation.
- Build on the strengths of each child, enhancing the student's self-esteem.
- Create an environment where all students are accepted for their differences.
- Plan and collaborate with the learning support teacher/pedagogue on a regular basis.

Learning Support Teachers and/or Counsellors: pedagogue, psychologist (appointed for individual cases)

- Promote a school-wide understanding of learning differences.
- Identify students who have specific or general learning support requirements.
- Help with the integration of new students with learning support requirements.
- Provide advice to class teachers regarding students who experience difficulties.
- Plan lessons for pull-out support sessions.
- Advise the administration on issues that arise in the implementation of the learning support programme.
- Consult with staff as a group on implementation of school policies regarding prevention, screening, assessment, strategies...
- Suggest possible resources or strategies that could be used in support of the child, both in class and at home.
- Develop individual student profiles and individual learning support programmes.
- Monitor and review the attainment of learning support programmes.
- Monitor and record progress made by the students
- Maintain frequent and positive communication with parents to discuss assessment outcomes, learning targets and action to be taken by the school and ways to support students at home.
- Cooperate with institutions and experts outside of school (The Counselling Centre for Children, Adolescents and Parents Ljubljana, Institute for the Deaf, Paediatric clinic, Centre for Child and Adolescent Psychiatry).

Parents

- Must inform the school about their child's learning support requirements, including details about the child's health, early development and behaviour at home.
- Collaborate responsibly with the class teachers and administration on a regular basis to support their child's optimal development.

- Follow the recommendations and guidance of specialists and counsellors and scaffold their child's development with the required activities and support at home.
- Ensure their child has adequate sleep and rest and is fully equipped and punctual for school.
- Provide the school with their views on the child's progress and the support given.
- Honour school and Slovenian laws, rules and procedures for inclusive education and recommendations for orientation/inclusion of their child into other educational institutions if the school cannot provide appropriate learning environment and learning support for their child's needs.

SPECIAL EDUCATION REFERRAL PROCESS

1. Administration and counsellors analyse the application documents and interview parents during the enrolment process.
2. Students are assessed by school counsellors (pedagogue, psychologist, mobile speech therapist) or experts from other relevant institutions.
3. Counsellors help with the integration of new students with learning support requirements.
4. Class and subject teachers identify learning difficulties/strengths as early as possible – in September or after the student's arrival to school.
5. Individual cases are discussed in SEN staff meeting at the end of September.
6. Parents are informed.
7. Individual learning support plans and inclusive assessment arrangements are designed.
8. Teachers implement them.
9. Teachers and counsellors are responsible for monitoring children and assessing students' development on the basis of inclusive assessment arrangements and keeping in touch with their parents.
10. The staff consults regularly on the success of teaching approaches in line with policy and of monitoring/assessment results of the student.
11. A final assessment of student development is prepared at the end of the school year along with preliminary plans for the next school year.

CRITERIA FOR DIAGNOSIS AND ELIGIBILITY

- Services are provided to students with documented learning support requirements.
- The student must have a condition that affects the learning process.
- The students for whom required documentation is provided receive individual learning support plans developed according to their needs by school counsellors.
- The student must be assessed and placed by a school or accredited institution according to Slovenian laws and procedures for special education/inclusive education and inclusion rules for students with learning support requirements.

CONFIDENTIALITY

The files are kept by the school's counsellors and are available only to those who work directly with the students. The school may not discuss file information with others who are not directly involved with the students, nor discuss them in the public domain.

The Admission Policy is linked to other school policies.

Updated in April 2021

Based on IB Publications: "Language and learning IB programmes" (2011), "Meeting student learning diversity in the classroom" (2013), "Learning diversity and inclusion in IB programmes" (2016), "Programme standards and practices" (2020)