

Inclusion Policy

Inclusive education -History and Theory

During the 1950s and 1960s, concepts such as integration and mainstreaming were launched. These concepts can be seen as the starting point for how pupils in need of special support would be educated by involving them in the regular school environment. Nilholm (2009) writes that a dissatisfaction arose with how the concept of integration developed through the fact that many students were placed in environments that had been adapted to their individual needs to very limited extent. Many children were placed in regular classes. Integration as a learning concept also has inherent problem because the term has long been used to try to correct segregation in the European societies, writes Nilholm (2006). The problem with the meaning of the concept of integration and the dissatisfaction with the concepts of integration and mainstreaming meant that the concept of inclusion was launched. With the Salamanca Declaration (1994), one can say that the concept of inclusion got its international breakthrough. The declaration is skeptical of all kinds of special solutions for students and advocates *inclusive education* (Nilholm 2006 & 2009).

In Sweden, it is possible to see a change in the role of special education in the national curriculum of 1980 (Lgr 1980), which notes that problems can arise due to deficiencies in the educational environment and not because of the individual student's capacities. The concept of inclusion, according to Nilholm (2009), has not made any major imprints in the policy documents, but can be said to have been assimilated into a discourse of *a school for everyone*. Above all, researchers and professionals in the special education field have been interested in the concept of inclusion. Furthermore, Nilholm (2009) writes that the assimilation in the discourse around a *school for everyone*, in which inclusion has been seen as everyone's right to participate in the classroom, has made it seem a criticism of traditional special education. The idea of the concept of inclusion is about much more than just the physical placement of children, it is about how the whole teaching situation must be changed so that it is adapted to all the pupils' different conditions. (Nilholm, 2006)

Nilholm (2009) defines the concept as follows:

"The whole is changing from being a normalization practice for deviant students to starting from what one sometimes describes as students' natural inequality" (Nilholm, 2009, p. 90)

The concept of inclusion implies that the (special) pedagogical competence is adapted to different children's needs so that everyone feels that they participate in the classroom. In other words, you take the parts (students) and put together the whole (class) and not the other way around, which was the case with integration where you started from the whole (the class) and assimilated the parts (the students) (Nilholm, 2006).

Within the international research field, there are several studies and reports within inclusion as subject area. Skidmore (2004) has conducted a study in two English schools, Downland and Sealey Cove, both of which work towards an inclusive environment for students aged 13-18. The study has been done in two parts, where the first focus was the organization around how children in need of special support get help and also the language that the professionals use when talking about the students. The result of the study was that it was extremely important how the collaboration worked between the colleagues at the school. At Downland, the colleagues had different opinions and it was reflected in the fact that the teaching to some extent became insufficient, while the college at Sealey Cove was much more interrelated around the curriculum and there it developed an inspiring and collaborative environment for the students. Skidmore (2004) comes to the conclusion that it is important to work with the discourse on inclusion for the development of the individual teachers' profession.

Allan (2003) is the editor of a book published after an international symposium on inclusion 2001 at the University of Stirling in Scotland, the book belongs to the series *Inclusive Education: Cross Cultural perspectives*. The interaction between inclusion and identity of both the individual and the group is taken into account. This work resulted in 12 chapters written by researchers in special education on inclusion who work in the US, Norway, Iceland, Australia and the UK. Many of the authors considered that the democratic link to inclusion for all pupils was important for both their path to the adult world but also to create their own identities. For identity affirmation, several authors could see that the individuals' identity was threatened as long as pupils in need of special support were seen as a single homogeneous group in which their diagnosis governed their identity.

Armstrong (2003) has studied inclusion in a socio-political and cultural context. The main purpose was to study how categorization of people who are regarded as different is enacted and how categorizations are created through the school and the professionals who work there. Because the languages and the social context are different in the two countries involved Great Britain and France, the study did not aim to be a comparative study, but instead a study to find common denominators in the individual countries' individual contexts. Armstrong's (2003) conclusion is that democracy, social justice and equality must be keywords in the school world and that every individual's relationships in the school must be permeated by equal and inclusive treatment. The physical environment in the school, in which students in need of special support were excluded from the others, proved to be a building block in social exclusion that also followed them outside the school. Henriksson (2009) and Allan (2003) mean that by being part of a group and feeling aware of belonging to the group, we identify ourselves.

With GY11 (the Swedish National Agency for Education, 2011) and the Swedish Education Act, enforced in 2011, the requirement for schools with regard to pupils in need of special support and, above all, the guidelines on individual learning plans have increased (SFS, Skollag 2010: 800) At the World Conference on the Teaching of Students in Need of Special Support in 1994 in Salamanca, Spain, the following were declared; "Students with a need for special support must have access to regular schools that will provide them with a pedagogy that puts the child in center and support their needs" and "ordinary schools with this integration focus is the most effective way to combat discriminatory attitudes, to create a welcoming local environment, to build an integrated society and to achieve a school education for everyone" (Swedish UNESCO Council, 2006: 2, p. 11). There are also the thoughts that shines through in the curriculum for the voluntary school form were that the curriculum of secondary schools (Skolverket (National Agency for Education), 2011) where it says

"education should be adapted to each student's abilities and needs" (Skolverket, p.6). It is also stated that the upper secondary school shall "convey knowledge and create the conditions for the students to acquire and develop knowledge" (Skolverket, 2011, p.6). Karlsudd (2002) believes that it benefits all students if there is a diversity in the classrooms by learning to show consideration and gain understanding that all people are different.

The thoughts that illuminate in Lpf (SKOLFS 2011: 144) are the concept of inclusion where inclusion should be seen as that the school as a whole "must be organized from the fact that children are different" (Nilholm, 2006, p. 14). Göransson (1999) advocates that as a teacher one should evaluate his/her teaching and set goals for each student, preferably after ecological functional assessments where the pupil and the family, together with the teacher, can evaluate the teaching and set new goals by defining the environments that are considered important to the pupil. The progress must be evaluated and together, new goals must be set for how the education should look like by looking at what a reasonable level of development would mean for the pupil in question.

Mora gymnasium- Mission Statement

The upper secondary school administration in Mora municipality and its activities, Mora gymnasium, Mora vuxenutbildning, Mora gymnasiesärskola, Mora Yrkeshögskola and Mora Högskolecentrum, shall be characterized by high quality with the student in the center.

The upper secondary school administration is a successful administration where our aim is that every student who begins an education should receive the help and knowledge that the student needs to develop towards their full potential in their studies, their future job and as a world citizen. Our aim is for students to learn for life and understand the value of living in a global society. Our vision is for each student to develop towards their full potential and our business is characterized by the four bywords: Safety, respect, dedication and quality. We work together in a positive spirit so that everyone will feel joy, respect, participation but also responsibility in the work.

In the daily work, everyone's equal value and respect for each other must be one of our guiding stars and the school must be a safe environment.

Leadership must be health-promoting, meaning-creating, communicative and clear.

www.moragymnasium.se

Purpose with Inclusion policy

Students who enter Mora gymnasium have a wide range of abilities, backgrounds, interests and come from different cultures. Inclusive needs refer to any student who shows a need for extra support or for challenge beyond the general curriculum. Our aim is that every student who starts at Mora gymnasium will reach his or her full potential. We aim to help students develop appropriate levels of independence, responsibility and skills in their academic,

emotional and social lives so that they may have full and equal access to all parts of life in the present as well as in the future. Our teaching approach should be inclusive.

Every student;

- should have equal access to the IB curriculum and get the help that they need to reach their full academic potential. The curriculum should enable all students to participate fully and effectively in every lesson.
- and staff are encouraged to embody an inclusive atmosphere at Mora gymnasium in order to develop the attributes in the IB Learner Profile.
(<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>)
- should have the possibility to experience success in their learning and also learn how to value the contribution from his/her classmates.

Mora gymnasium – Approaches to Inclusion

Students in need of inclusive access arrangements are identified by assessment strategies (both formative and summative, see assessment policy as well as admission policy):

- During the pre-IB year, teachers in Swedish (screen the students for learning disabilities), English (diagnose receptive and productive skills) and Mathematics (diagnose prior knowledge) will assess every student during the first month. Our special pedagog receives the result and every student is to be discussed on a collaborative staff meeting. Our teaching approach is that “every teacher is a teacher of every student” and our teaching should be student centered in its approach.
- High quality teaching, differentiated for individual students, is the first step to responding to students who indicate inclusive needs. Learning is considered from a strength-based perspective. We aim to work with Universal Design for Learning in the classroom (ULR). For teaching approaches see IB (2007), IB (2016), IB (2016) and <https://udlguidelines.cast.org>.
- Every student will have a one to one computer and Mora gymnasium has several assistive technologies such as Inläsningstjänst, Legimus, Spellright and Speech synthesis to help students in need of inclusive access arrangements in their learning processes.
- When it is determined that a student would benefit from additional support outside of the classroom, pull out services will be provided to meet academic, social or behavioral needs. Additionally, paraprofessionals may provide further support to some students. Mora gymnasium has a wide range of support professionals; special pedagogs, health care team (nurses, doctor, psychologist) and specialist teachers in mathematics, English and structure.
- An individual education plan (IEP) will be written with the needs of the student. Parents, student, guidance counsellor, class teacher, IBDP and special pedagog should all take part of and agree on the construction of the IEP. At Mora gymnasium, we want our students’ parents to know that they can contribute to the shared view of the student’s needs and can play an active and valued role in their child’s education.
- The IEP is to be evaluated regularly within a period of 6-8 weeks.

- Mora gymnasium recognizes a holistic approach to the students' needs. Students' progress and learning are dependent on many different objectives for example attendance, health and welfare (objectives that may be considered as adverse circumstances but also as access and inclusion needs that can be of both unforeseen and long-term character, see IB, 2019)
- Classroom support for all students in need of inclusive access arrangements and abilities may include curriculum modification, enrichment activities, classroom accommodations, small group instruction, or one-on-one support, depending on what is agreed upon in the IEP.
- Support mechanisms for students needing special arrangements are outlined in the IB publications *Candidates with special assessment needs* (occ.ibo.org) and *Access and inclusion policy* (IB, 2018). Inclusive access arrangements are to be addressed in the classroom as well as on any IB internal and external assessment.
- Staff at the IBDP will have biweekly meetings with staff from the school's health care, support teaching staff at Mora gymnasium and principal in which students in need of inclusive arrangements are to be discussed.
- Staff development in relation to inclusive access arrangements with a special pedagog is to be held once a month and teachers should collaborate and exchange experiences in teaching methods and approaches.
- Mora gymnasium is responsible for managing the IB register for students in need of inclusive access arrangements through IBIS. Special arrangement requests must be submitted to the IB Coordinator before November 15st for May exam sessions and must be authorized by the IB Cardiff. Access arrangements may include modifications to exam papers, extensions to deadlines, assistance to practical work, additional time, information and communication technology, scribe and transcription, or readers.
- When students change schools or move from one IB program to another, all cumulative folders will also be transferred.
- This document should be reviewed in June every year with all stakeholders such as the IBDP, teachers, support teaching staff (special pedagog and support teachers) and parents. It is to be communicated through [webbpage](#).

The Inclusion policy is to be updated yearly by the pedagogical leadership team, support teaching staff and the IBDP teachers.

References

Allan, Julie, (2003). *Inclusive Education: Cross cultural perspectives . Inclusion, Participation and Democracy: What is the purpose?* The Netherlands. Kluwer Academic Publishers.

Armstrong, Felicity, (2003). *Inclusive Education: Cross cultural perspectives. Spaced Out: Policy, Difference and the Challenge of Inclusive Education.* The Netherlands. Kluwer Academic Publishers.

Danielsson, Lennart & Liljeroth, Ingrid (1996). *Vägval och växande.* Stockholm. Liber.

Göransson, Kerstin, (1999). "*Jag vill förstå*" : om eleven, kunskapen och lärandet. Stockholm. ala ; Statens institut för handikappfrågor i skolan (SIH).

IB, 2007. *Meeting Student Learning Diversity in the Classroom*. Cardiff, UK. International Baccalaureate Organization.

IB, 2016. *Learning diversity and inclusion in the IB programmes. Removing barriers to Learning*. Cardiff, UK. International Baccalaureate Organization.

IB, 2016. *Using Universal Design for Learning (UDL) in the IB classroom*. International Baccalaureate Organization.

IB, 2018. *Access and inclusion policy*. Cardiff, UK. International Baccalaureate Organization.

IB, 2019. *Supporting your candidate: Adverse circumstances or access and inclusion?* International Baccalaureate Organization.

IBO.org *Candidates with special assessment needs*.

IBO.org. Learner profile;
(<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>)

Mora gymnasium. *Mission statement*. www.moragymnasium.se

Nilholm, Claes, (2006). *Inkludering av elever "I behov av särskilt stöd" –vad betyder det och vad vet vi?* Myndigheten för skolutveckling. Forskning i fokus nr 28.

Nilholm, Claes, (2009). *Perspektiv på specialpedagogik*. Lund. Studentlitteratur.

Karlsudd, Peter, (2002). *Tillsammans. Integreringens möjligheter och villkor. Erfarenheter från ett projekt där mötet mellan särskola och grundskola fokuserats*. Rapport D, 2002:1. Institutionen för Hälso- och Beteendevetenskap. Högskolan i Kalmar.

SFS (Svensk Författnings Samling), Skollag 2010:800.

Skidmore, David, (2004). *Inclusion the dynamic of school development*. Maidenhead. Open University Press.

SKOLFS 2011:144 (Skolverkets författningssamling).

Skolverket (2006). *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet* Lpo 94 Stockholm. Skolverket.

Skolverket, (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. Stockholm. Skolverket.

Svenska Unescorådets skriftserie 2006:2. *Salamanca deklARATIONEN och Salamanca +10*. Stockholm: Svenska Unescorådet.

UDL. <https://udlguidelines.cast.org>