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International Classes

Inclusion Policy

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Nordic Network
OF INTERNATIONAL SCHOOLS

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Philosophy

Manglerud International Classes believes that all students have the right to an education that is adapted to meet their academic and personal challenges, while providing for students to use their strengths and abilities. We consider all teachers to be inclusion teachers. As an IBO world school, the rationale for this policy is to increase student access to the curriculum and to develop inclusive learning communities that embrace diversity and differences.

Inclusion

According to the IB, inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organisational paradigm that involves change. It is a continual process of increasing learning and participation for all students. 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 (from Learning diversity and inclusion in IB programmes, 2016).

Manglerud IC endeavours to ensure equal access to learning for all students in our school. We are committed to identifying and removing barriers to learning. Diversity is perceived as a valuable contribution to the school community, in that each individual has value and is given the opportunity to contribute. By doing so our aim is to increase access and engagement for learning.

IB Mission Statement

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 organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programmes encourage learners across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Relevant laws and guidelines

Manglerud International Classes will operate in compliance with the relevant legislation in Norway. The Norwegian Education Act, Chapter 5 (Opplæringsloven § 5) entitles all students who do not benefit from the ordinary lessons a right to special education. Students who receive special education are entitled to the same amount of teaching hours as other students. The school will strive to ensure that students in the 1st to 4th grade (§ 3-4a) who are stagnating at reading, writing or numeracy, will be offered a

focused education. The training can be given as a single education for a short period of time.

- Norwegian Education Act- Opplæringsloven § 5
- Norwegian Education Law § 3-4a (Tilpassa opplæring og tidleg innsats)
- Forvaltningsloven kap VI (Om saksforberedelse ved enkeltvedtak)
- Guidelines for Special Education (Veileder til Spesialundervisning)
- Manglerud IC Handbook

Aims of inclusion

There are four principles of good practice in the IB learning cycle; affirming identity and building self-esteem, scaffolding, valuing prior knowledge and extending learning. At Manglerud International Classes the aims of inclusion are achieved by:

Affirming identity and building self-esteem

- Education is a human right and we teach all students.
- We endeavour to remove barriers to learning for every member of the school community
- We empower the rights and responsibilities of all students in the school community to fully participate in an IB education
- We utilise the learning diversity as a resource within each learning situation to build and inclusive community (including bilingualism as outlined in the language policy)
- We aim to ensure that all students in the school community have a voice and are heard

Scaffolding

- We assess prior learning so that relevant incremental steps are incorporated into the learning process
- We strive to ensure that all learners belong and experience equal opportunities to participate and engage in learning
- We support learning from by building on student strengths
- We use assessment to give feedback to the student on the next steps in their learning development
- We aim to ensure that all students in the school community develop the IB learner profile
- We strive to ensure that all students experience success as a key component of learning
- We foster the development of independent learning
- We support language learners with language acquisition support (as outlined in our language policy)

Extended learning

- We enable assessment that provides all learners with opportunities to demonstrate their learning (as outlined in the assessment policy)
- We incorporate technology in our learning to support our existing curriculum
- We plan our teaching so that it is differentiated to each learner

- We make sure that each student is exposed to teaching and learning that reaches them as individual learners
- We build strong learning communities and foster student wellbeing through using restorative circles in schools
- We incorporate the whole school community and take into account the voices of all learners (students, staff, parents and caregivers)
- We develop skills to create self-regulated learners, through the development of the approaches to learning skills

Valuing prior knowledge

- We aim to ensure that full potential is unlocked through connecting with, and building on previous knowledge
- We clearly understand that diversity includes all members of a community
- We perform a holistic assessment of students' background knowledge, understandings and need to support and extend learning
- We recognise that there are gaps and overlaps in learning for each individual

Inclusion Procedures

The following procedures are general and according to Norwegian regulations.

Stages	Follow up	Parties involved	Documentation
Student status: Student is below expectations. Teacher becomes aware of his/her status through in-class assessment.	-Contact teacher/subject teacher accommodates for the needs of the student, designing and implementing interventions and assessments as needed. - Contact teacher/subject teacher monitors student progress. - Parents are informed of concerns and strategies.	Contact teacher Subject teacher Parents Student	Teacher notes and observations In-class assessments
Student Action Plan Student is assessed to be below grade level in academic, social, or behavioural domains.	-Contact teacher/subject teacher meets with student to identify goals -Contact teacher/subject teacher assesses	Contact teacher Parents Student Special needs teacher and/or senior leadership	Student Action Plan/Target sheet: -Goals -Strategies -Evaluation Plan Planning documents that

	<p>progress within a set timeframe</p> <ul style="list-style-type: none"> -Parents are informed 		<p>support differentiation</p> <ul style="list-style-type: none"> - Meeting notes - Planning documents
<p>Pre-Referral Student has not met goals according to Student Action Plan</p>	<ul style="list-style-type: none"> -Contact teacher arranges meeting with special needs teacher, recording new strategies as a revised student action plan -Contact teacher establishes a timeline for evaluation of progress on the revised student action plan. 	<p>Contact teacher Parents Special needs teacher Senior leadership</p>	<p>Student Action Plan/target sheet-revised</p> <ul style="list-style-type: none"> -Goals -Strategies -Evaluation Plan -Pre-referral form
<p>Consultation Student has not met goals according to Revised Student Action Plan</p>	<ul style="list-style-type: none"> -The special needs teacher arranges for a student to be referred to "Ressursteam" in writing. -Special needs teacher, R-team and contact teacher create an Action Plan/target sheet -Social teacher contacts and informs parents of the meeting, minutes, new strategies and the Consultation Action Plan. -Contact teacher informs appropriate team members of the Consultation Action Plan 	<p>Contact teacher Parents Special Needs teacher R-team</p>	<p>Consultation Action Plan</p> <ul style="list-style-type: none"> -Goals -Strategies -Evaluation Plan -Meeting minutes -Academic checklists
<p>Referral Student has not met goals according to Consultation Action Plan/target sheets Verbal or written permission from R-</p>	<ul style="list-style-type: none"> -Special needs teacher administers necessary screenings Special needs teacher refers the student to PPT (pedagogisk-psykologisk tjeneste) for an assessment 	<p>Contact teacher Parents Special needs teacher R-team</p>	<p>Referral form with parent permission</p> <ul style="list-style-type: none"> -Application documentation -Past documentation -Work samples -Teacher

team to move forward with referral received			observations -Additional screenings (norm referenced)
Single Rights Decision The school has received an assessment from the municipality with recommendations from which the Single Rights decision has been written	-Principal writes the single rights decision -The single rights decision is included in the funding request packet	-Principal	-Single Rights Decision
Request for Funding Student has received an assessment from the municipality that indicates they are eligible for special education services	-Special needs teacher uses the assessment, individual education plan, and single rights decision to write the request for funding -The administrator approves the request for funding and mailed to PPT Student services begin immediately, regardless of response.	Special needs coordinator Administrator	Assessment IEPs Goals Strategies Evaluation plan
Individual Education Plan (IEP) Student has received an assessment from the municipality that indicates that they are eligible for special education services	-Social teacher organises planning meeting with teaching team -Social teacher and planning team use the assessment suggestions to establish a list of goals and objectives, prioritizing targets -Planning team	Contact teacher Parents Social teacher Senior leadership	Assessment IEP's -Goals -Strategies Evaluation plan

	<p>adapts/accommodates for the need of the student, according to the list.</p> <p>-Parents are contacted and asked to meet to discuss the IEP.</p>		
<p>Annual Report</p> <p>Student has participated in at least 4 months of special needs services and receives funding</p>	<p>-Special needs and teaching team meet and discuss students progress according to IEP goals.</p> <p>-Contact teacher in cooperation with the Special needs teacher writes the end-of-year report</p> <p>-The principal approves the end-of-year report</p> <p>-Reports and supporting documentation is sent to Oppvekstkontoret.</p>	<p>Contact teacher</p> <p>Special needs teacher</p> <p>Principal</p>	<p>Mid-year report or end-of-year-report</p> <p>Assessment IEPs</p> <p>Supporting documentation</p>

Examples of accommodations in everyday teaching practice are:

- Small group instruction (resource)
- Homework support
- Accommodated/individualised materials
- Prompting and cueing
- Extended time
- Assistive technology (CD ord, ?)

Evaluating Policy

The policy will be made available for parents, student and staff on the school's website. It was drafted June 2020 by the curriculum coordinator in liaison with the senior leadership, social teacher and faculty. The policy will be reviewed in November 2022.

References

Learning diversity and inclusion in the IB programmes (2016)

Meeting student learning diversity in the classroom (2013)

Veileder Spesialpedagogisk Hjelp (Udir)

Norwegian Education Act- (Opplæringsloven § 5)

Norwegian Education Act- §3-4a (Tilpassa opplæring og tidleg innsats)

Forvaltningsloven Kap VI (Om saksforberedelse til enkeltvedtak)

Guidelines for Special Education (Veileder til Spesialundervisning)