

THE INCLUSION POLICY OF ŠIAULIAI DIDŽDVARIS GYMNASIUM

CHAPTER I GENERAL PROVISIONS

1. Šiauliai Didždvaris Gymnasium ensures the accessibility of education and equal opportunities for students with special educational needs, creates conditions for each student to raise academic challenges, develop positive self-esteem, respect and care for others, and become responsible independent thinkers.

2. The Inclusion Policy of Šiauliai Didždvaris Gymnasium (hereinafter referred to as the Policy) regulates the activities of gymnasium employees: teachers, class tutors, student support specialists, public health care specialist, gymnasium leaders related to the satisfaction of students' social, pedagogical and psychological needs, which allow to increase the effectiveness of education.

3. The Policy has been developed in accordance with the mission of the International Baccalaureate Diploma Organization (hereinafter – IBO), the Access and Inclusion Policy of IBO, the Description of the Procedure for providing Educational Assistance to the Student, the Description of the Procedure for organizing the education of students who have arrived or returned from abroad at Šiauliai Didždvaris Gymnasium.

4. The Inclusion Policy shall be reviewed and, if necessary, adjusted at least once every two years, considering the needs of students and all possible changes in education. The process of reviewing the Policy takes place in cooperation with the school educators, administration, specialists in helping the student, International Baccalaureate Diploma Programme (hereinafter – IBDP) and Middle Year Programme (hereinafter – MYP) coordinators. The Inclusion Policy is published on the school's website. With the Inclusion Policy and its changes, class tutors, subject teachers, specialists in educational assistance are introduced during the meeting of the Teachers' council. Parents of students are introduced to the description by e-mail or a message in the diary by providing a link to the school's website.

CHAPTER II THE CONTEXT OF INCLUSIVE EDUCATION AT SCHOOL

5. The gymnasium community is of the opinion that each child is unique and has the right to learn in order to successfully develop and achieve his personal mastery, so it is very important to notice children with special educational needs and help them.

6. Students with special educational needs are provided with targeted assistance so that such a student can reach his physical, mental, spiritual, social and emotional maturity.

7. Inclusive education allows you to evaluate the individuality of each child without at the same time distinguishing him from others.

8. Training strategies are based on communication, cooperation, problem solving, research, and so on. These strategies help to develop a person who, despite his special educational needs, can be an equal member of the community.

9. The positive microclimate of the school and the classroom, the help of various educational specialists, the differentiation and individualization of the teaching and learning process allow students to achieve their personal goals.

10. The presence and learning of students with special educational needs in the same environment and participation in non-formal education activities allows them to feel equal, and the uniqueness of such students adds value to the teaching and learning process.

11. In the educational process, we rely on the following principles of inclusive education of the IBO on ensuring equal access to education: the development of self-awareness and self-

esteem, the application of the available knowledge, learning assistance and continuity of teaching and learning. Learning is more effective when these principles are applied in conjunction with the teaching and learning methods, strategies, skills and attitudes that are included in the teaching and learning environment (IBO's Handbook on Inclusive Education, 2019).

12. Gymnasium staff provides assistance to students with learning difficulties in achieving goals and implementing tasks in the learning process and developing their abilities. Each member of the community strives to help them adapt to a rapidly changing environment and develop the skills necessary for life.

CHAPTER III ADMISSION TO MYP AND IBDP

13. When entering the MYP or IBDP, all students must take a test that shows that their abilities meet all the requirements of the program. However, no one may be discriminated against based on race, gender or special educational needs that do not prevent them from completing the program. The coordinators of the MYP and IBDP, the career counselor and other specialists of the school (if their help is needed) help the student to choose the subjects to be studied.

14. More information about admission to the classes of the IBDP and MYP can be found in the Admission Policy to the International Baccalaureate Middle Year Programme and International Baccalaureate Diploma Programme.

CHAPTER IV SECTION FOR STUDENTS RECEIVING SUPPORT

15. Students with special educational needs:

15.1. The initial assessment of the student's special educational needs is carried out by the school's Child Welfare Commission (hereinafter – CWC) with the consent of the parents (guardians). If necessary, for a more detailed assessment, the school's CWC applies to the pedagogical psychological service. Considering the conclusions, an individual education plan is drawn up for the student, which allows him/her to achieve personal goals.

15.2. The teacher of each subject, with the help of a special educator, develops an adapted or individual program, which is approved by the Child Welfare Commission.

15.3. After the CWC has adopted a decision on the provision of teaching/education and/or educational assistance to a particular student, an assistance plan is drawn up, the objectives to be pursued are set, steps for their implementation are planned and periodic meetings are held to discuss the results of the provided assistance. School specialists are ready to help advise students and their teachers.

16. For highly gifted students, depending on the circumstances, individual learning plans can be drawn up that allow them to achieve personal goals. This plan is developed by subject teachers and approved by the heads of the educational departments.

17. Students with mobility disabilities/disorders:

17.1. The school building is adapted so that students with reduced mobility / disabilities can reach all the spaces of the building: there are ramps for wheelchairs and an elevator that allows access to the second floor.

17.2. Every student with movement disorders has an assistant who, if necessary, helps him/ her at all times.

18. Students returning from abroad:

18.1. For families returning from abroad, the CWC provides all the necessary information, draws up a plan for assistance to the student and provides the necessary assistance.

18.2. Each student has the right to receive additional lessons in his native language and other consultations with a particular subject teacher.

CHAPTER V

FORMS AND METHODS OF PROVIDING EDUCATIONAL ASSISTANCE

19. In Šiauliai Didždvaris Gymnasium, assistance to the student is provided in the following forms:

- 19.1. individual work with the student;
- 19.2. work with a class or group;
- 19.3. work with the student's family or his representatives in accordance with the law;
- 19.4. work with the gymnasium community;
- 19.5. Working with the social partners to ensure the effectiveness of the aid.

20. In Šiauliai Didždvaris Gymnasium, assistance to the student is provided in the following ways:

20.1. differentiation and individualization of education in order to create favourable conditions for both gifted and learning difficulties;

20.2. counselling to help them learn, get to know themselves better, find out and understand what is happening in their living and learning space, helping to choose a profession;

20.3. formation of social and life skills, developing the ability to make decisions and solve problems, think creatively and critically, communicate, get to know oneself, behave in ways acceptable in society, manage emotions, promote the skills of a healthy lifestyle;

20.4. creation of a support network, which is carried out in order to ensure the complex provision of assistance to the student.

21. Educational assistance is provided by the employees of the gymnasium in accordance with the job regulations and / or the work assigned by the order of the Head of the school.

CHAPTER VI

RESPONSIBILITY

22. School responsibilities:

22.1. to provide the necessary assistance to students with special educational needs;

22.2. to provide the necessary tools for students with special educational needs;

22.3. to develop awareness of inclusive education and learning;

22.4. to provide teachers and other school specialists with professional development opportunities;

22.5. to observe confidentiality in relation to the student and his/her family.

23. Responsibilities of subject teachers:

23.1. to adapt the subject's curriculum, content, teaching methods taking into account the students' special educational needs;

23.2. to advise students; if necessary, conduct additional lessons.

24. Class tutors' responsibilities:

24.1. to inform the class students about the changes in the curriculum, school events and other activities;

24.2. to monitor the individual progress of each student in the class;

24.3. to provide parents with the necessary information;

24.4. lead tripartite conversations between teachers, students and parents in order to monitor learning progress.

25. Responsibilities of the special educator:

25.1. to advise teachers on teaching strategies that can meet individual learning needs and help students;

- 25.2. to help subject teachers develop individual learning plans for students with special educational needs;
- 25.3. to provide additional time for individual learning assistance to children with special educational needs;
- 25.4. cooperate with parents to ensure the best conditions for their child.
- 26. The responsibilities of other professionals, such as the social educator and the psychologist:
 - 26.1. if necessary, to provide consultations to students;
 - 26.2. to help teachers solve problems in order to achieve successful adaptation in the gymnasium;
 - 26.3. to provide assistance to parents (guardians) when the child is faced with learning, emotional and other psychological difficulties, to constantly communicate and cooperate.
- 27. Responsibilities of the Child Welfare Commission:
 - 27.1. to propose an initial assessment of students with special needs and to submit proposals;
 - 27.2. taking into account the circumstances, to propose to parents (guardians) to assess the child's special educational needs in the Pedagogical and Psychological Service;
 - 27.3. to provide recommendations to teachers, parents (guardians) on the methods of special education, the duration of activities, technical assistance and the use of special teaching aids;
 - 27.4. to approve individual learning plans for students with special educational needs or for highly gifted students.
- 28. Responsibilities of the coordinators of the tb lower secondary education and diploma programs:
 - 28.1. to advise students and their parents in choosing the subjects to be taught in the Diploma program;
 - 28.2. to register students with special needs for the assessment of IBO and to create equal opportunities for them to study and take exams ;
 - 28.3. to organize a review of the description of the procedure for inclusive education.
- 29. Parental responsibility:
 - 29.1. to discuss the child's progress with teachers and specialists of other schools;
 - 29.2. to inform the school staff about the child's special educational needs, learning assistance needs and other issues that may affect his/her learning;
 - 29.3. submit the necessary documents to the IBO.
- 30. Student responsibilities:
 - 30.1. take responsibility for learning;
 - 30.2. if necessary, seek help;
 - 30.3. actively participate in meetings and consultations.

CHAPTER VII FINAL PROVISIONS

- 31. The description may be adjusted, supplemented by the exchange of documents referred to in paragraph 3 of this Policy.