



December 2024

# Inclusion/Learning-support Requirement Policy

At Esbjerg Gymnasium

We believe.....

- In celebrating and valuing human diversity.
- In building self-esteem and fostering the desire to learn.
- That all learners are entitled to access a broad and balanced curriculum.
- That all learners benefit from a differentiated, flexible (different learning styles), multi-sensory approach to accommodate each student's unique learning profile, including students with diverse learning needs
- In increasing the skills and expertise of staff in supporting all unique learner profiles. All staff are responsible for meeting the learning needs of all students
- That most students learn best in a mainstream classroom. Some students require additional support beyond the mainstream classroom.
- That students benefit greatly when teachers, parents and students work together collaboratively.

(In accordance with: the EG Mission Statement, the IB Missions Statement and the IB Learner Profile, Programme Standards & Practices and the EG Admission Policy)



***At Esbjerg Gymnasium STX- HF- IB, the aims of the Learning Support Program are for students:***

- To realise their full potential
- To become confident communicators
- To be active participants in their communities
- To develop self-awareness and reflective thinking skills
- To practice self-advocacy
- To experience success
- To continue learning beyond the classroom
- To understand that they make important contributions to the learning of themselves and their peers
- To understand their learning strengths and needs

The International Baccalaureate Diploma Programme (DP) is a person-centered programme that recognizes that all persons develop at different rates and have unique learner profiles. Differentiation ensures that all students have access to learning at a level at which they are challenged and capable of achieving success. All teachers have the responsibility to plan, teach, and assess students in a way that provides support and challenge for each student. In addition, the IB offers special arrangements in examinations for DP students with identified learning needs. Some are determined by the school (e.g., students taking an exam in a special room or with a reader); some by the IB (e.g., additional time, rest periods, use of a laptop).

Students with identified learning disabilities receive accommodation through the Danish National Board of Social Services under the Ministry of Education the so-called Special Needs Support SPS (Særlig Special Pædagogisk –assistance) as needed. (Including laptop, scanning devices, special software etc.).

In Denmark, students are only eligible to receive special needs support (SPS) if they have a diagnosis included in the ICD-10 list, as defined in the World Health Organization's International Statistical Classification of Diseases and Related Health Problems. This requirement also applies to students in the International Baccalaureate (IB) Diploma Programme. Therefore, any student granted accommodations under the IB Diploma Programme must have an ICD-10-recognized diagnosis established by health professionals, psychiatrists/psychologists, or psycho-educational specialists.



A psycho-educational evaluation conducted by a qualified professional may be required to identify potential learning disabilities and provide an educational diagnosis. This assessment determines whether the school can accommodate the student's needs and, if so, the specific accommodations that should be recommended.

The Student Support Team at Esbjerg Gymnasium STX- HF- IB helps classroom teachers meet the needs of students with mild learning needs. We believe that parent support is crucial to students achieving their full potential. Parents are actively encouraged to participate in the educational process in a supportive way.

Early identification of any barriers to learning, including behavioral issues means that appropriate measures can be taken sooner. The Student Support Team (SST), which includes an administrator, a counsellor, learning support specialists (læsevejledere og matematikvejledere) and a classroom teacher, may make referrals to external specialists for assessment, if the need arises. Esbjerg Gymnasium STX- HF- IB does not offer the services of educational and psychological testing, speech therapy or physiotherapy, but may be able to establish contact to the relevant contact person for such services in the Municipal administration.

Regular communication between teachers and learning support specialists aims to develop a differentiated program that meets the needs of each person. Through collaborative consultation with teachers and support service specialists Esbjerg Gymnasium STX- HF- IB also aims to develop further strategies for improved student learning.

The Student Support Team at Esbjerg Gymnasium offer special educational support to all students with an ICD-10 recognized disability as well as guidance to students with light learning challenges.

All first-year students are screened to identify potential issues with spelling, reading speed, reading comprehension, decoding, and general math difficulties. Students who may benefit from additional guidance are then contacted. This may take the form of a reading, spelling, or math test battery. It is voluntary, and it is entirely acceptable to decline. However, students may change their mind at any time and contact the study support center again for additional help, which will be provided.

Students who show signs of dyslexia or dyscalculia are offered a more in-depth screening to determine if there is a need for assistive devices and additional support throughout their educational journey. Additional support for reading and spelling may include computer software that can read texts aloud or suggest spelling corrections. In terms of math difficulties, it is typically offered in the form of extra support lessons.

Additionally, students with recognized diagnoses are offered 15 study support sessions (SSS) per semester. Study support sessions are delivered by a subject specialist, and they are arranged on an



individual basis, with the aim of helping the student work strategically and to understand, articulate, and structure academic material.

The support is tied to the IB Diploma Programme and the topics addressed within that context. Typically, study support focuses on study-related texts and current written assignments, emphasizing the strategies needed to complete the task at hand. The lessons can also be used to assist when completing Internal Assessments (IAs) or writing the Extended Essay.

The support provider demonstrates strategies relevant to the particular process. In these sessions, student and the support provider may also work on more general compensatory study techniques, such as strategies for using reading and writing technology and methods for developing academic vocabulary. The long-term and strategic approach ensures that the student acquires tools for independently tackling similar tasks in the future.

The study support sessions must not be used for therapy, additional teaching in the form of subject-specific instruction, proofreading, two-teacher arrangements, compensatory special needs education, purposes outside the educational context such as morning wake-up calls, support on public transportation, attending meetings with other agencies, etc.

The Student Support Team also assist and guide subject teachers who are looking for ways to better accommodate students in their classroom.

### ***Communication of the inclusion/learning support requirements policy***

The Policy is easily accessible at the school website, which is open to the public. Besides, future potential students and parents will be informed during “open house” arrangements and future students will have the option of participating in “Pre-IB or IB student for 3 days” arrangements before enrollment. Representatives from Esbjerg Gymnasium also inform and introduce the Inclusion policy to partner schools as preparation to collaborative projects. (for instance, “Go Global”: a collaborative project with 9<sup>th</sup> graders from an Esbjerg Community school)

### **Revision of the policy**

The IB Inclusion/ Learning Support Requirement Policy will be reviewed ad hoc when required by major changes and periodically within the range of the next upcoming 5-year self-evaluation

Revised December 2024.