



# BISS Sentrum Learning Diversity and Inclusion Policy



**BRITISH  
INTERNATIONAL  
SCHOOLS**  
OF STAVANGER



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**BISS SENTRUM**

*'Creating role models for the future'*

# BISS Sentrum Learning Diversity and Inclusion Policy

## The 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 inter-cultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## BISS Mission Statement

At the British International Schools of Stavanger, we take our responsibility to prepare children for life in the 21st century seriously. The acquisition of fundamental values lies at the heart of everything we do, and all areas of the curriculum are a vehicle for underpinning these values.

## Policy Statement

The objective of learning support and inclusion at BISS is making provision and giving equal access to the curriculum for students with diverse learning needs. This is in line with the school's and the IB's philosophy and mission regarding the inclusion of all students "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers."

*Learning diversity and inclusion in IB programmes, (2016)*

Furthermore, at BISS we aim to align our support with Chapter 5 of the Norwegian Education Act (*Opplæringsloven*), which states that all students have a right to full educational participation and provision for their needs.

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## Philosophy

BISS values and respects all members of its learning community and ensures that all learners are given equal access to all areas of the curriculum. We strive to develop students into active and compassionate citizens of the world 'who understand that other people, with their differences, can be right.' (IB).

We appreciate that some students at BISS will need additional support and we are committed to investing in the resources, both material and human, to successfully implement this support.

## Curriculum

### Written Curriculum

Teachers ensure that their plans incorporate inclusive practices and procedures. The written curriculum at BISS builds on our students' previous learning experiences and is evaluated and regularly reviewed by teachers and the MYP coordinator, to ensure that we offer ample opportunities to reflect in human commonality, diversity and multiple perspectives. Our curriculum fosters the development of all IB learner profile attributes and allows students to develop a deep understanding of concepts, cultures, multilingualism, as well as local and global issues.

### Taught Curriculum

Teachers at BISS value the four principles of good practice: affirming identity and self-esteem, valuing prior knowledge, scaffolding and extending learning. These principles are evident and articulated throughout the teaching and learning at our school and reflect that learning is being planned for all students. Teachers offer multiple means of representation, action, expression and engagement to increase learning across the school community and to incorporate inclusive practices and procedures. Where possible and appropriate, teachers offer opportunities for technology to be used in the classroom to release talent and to showcase students' strengths and accomplishments.

## **Assessed Curriculum**

Assessments support the curriculum at BISS and are being used to drive instruction and learning with the aim to encourage achievement for all. Online tools such as GL and CAT4 assessments are being used to monitor students' potential and academic development. Differentiation within assessment tasks provide inclusive assessment arrangements and adjustment to fit our students' needs. Where specific educational needs have been identified and diagnosed, BISS provides strategies and provision to support individual students during assessment tasks.

## **Opportunities for gifted and talented students**

BISS offers opportunities for students to extend their classwork and participate in competitions and challenges locally and globally. These may be online or face-to-face and cover a variety of curriculum areas.

Students who are celebrating great success outside of the curriculum are being supported by the school making extra allowances to individual students' timetable and attendance.

## **Resources and Support**

### **SEND Coordinators**

The programme coordinators lead the implementation of the Learning Diversity and Inclusion Policy in their respective departments. They ensure that students with special educational needs and disabilities, as well as able and talented students are included in the learning at BISS and help staff by providing strategies or working with these students.

A member of staff with concerns towards a student with regards to their learning, behaviour, speech or well-being should contact the relevant programme coordinator for their department. An internal referral form should be filled out which highlights the areas of concern. Parents are to be notified of staff's concerns early in the process and should be involved collaboratively to share any strategies employed at home which may help staff at school.

Following a collaborative meeting, the concern may be dismissed, monitored or actioned into an Individual Student Plan (ISP). ISPs have targets which are measurable and attainable with a clear plan of the action owner and the review date (Ideally less than 10 weeks). All ISPs shall be presented to parents (personally or by email). ISPs are dynamic working documents which should change, if needed, to best suit the student.

Should a student not meet their ISP targets and do not progress as expected and as agreed by the Programme coordinators, class teacher and parents, the concern should be escalated to an external provider.

There are bi-annual collaborative meetings (additional meetings if required) with the SEND coordinators at our sister school BISS Gausel.

### **School Nurse**

The school nurse is assigned to both schools in the current premises and works on a schedule in line with government regulations.

The school nurse should be easily available for student, parents, carers and school staff. The nurse is there to help children and young people take care of their own health, and to help overcome everyday challenges. They are there to ensure that children get help when they experience difficulties, and to support children and their families if they are going through difficulties.

The school nurse offers advice, discussions about health, and home visits. Early intervention is key in order to help in the best way possible.

The school nurse is bound by confidentiality (unless it is information that could pose a danger to a student). Information sharing should, as a rule, only be done with the parent/carer's consent. Although the school nurse is a member of the school's team, they should not share information about student's without parent's consent. (translated from <https://www.stavanger.kommune.no/barnehage-og-skole/skolehelsetjeneste/#ungdomsskolen>)

## **PPT and other external providers**

There are many outside providers that both parents and school can use to ensure that student at BISS thrive in all aspects of life. Should a member of staff or parent want to refer a student or family to these services, speak to a member of the SEND team to find out how.

PPT: The PPT (Pedagogisk-psykologisk tjeneste) follow up when a student is identified in needing extra help at school through observations, assessing and testing. They can give guidance to both school and parents in how to best support the student. They offer courses to professionals involved with children to help create the best environment for children with learning needs.

The PPT can help with the following needs: speech and language difficulties, concentration difficulties, social and emotional issues, behavioural issues, vision and hearing problems, general learning difficulties or subject specific difficulties, reading and writing difficulties, mathematical difficulties, students who are non-verbal, serious truancy or school refusal. (translated from <https://www.stavanger.kommune.no/barnehage-og-skole/skole/elever-med-spesielle-behov/pedagogisk--psykologisk-tjeneste-ppt/>)

Parents/school should refer the student to the PPT department in which the student lives (kommune).

### **BUPA:**

Department of Child and Adolescent Mental Health Care (BUPA) offers specialist health care to children and young people who suffer from psychiatric illness, and also their families. The Department has the overall responsibility in the County for 24-hour care for children age 0-13, and adolescents age 13-18 in South Rogaland. We also have a family ward with two residential units. BUPA is also responsible for out-patient consultations for children and adolescents in the age group 0-18 years in South Rogaland. (from <https://helse-stavanger.no/seksjon-engelsk/seksjon-avdeling/Sider/Department-of-Child-and-Adolescent-Psychiatry.aspx>)

### **Familiesenteret:**

The familiesenteret (family center) is a program run by local 'helsestasjoner' (healthcare programs). They provide a service for parents with children between the ages of 0-18 who want some guidance in their role as parents. This service is here to help children, young people and parents with any challenges they experience. (translated from <https://www.stavanger.kommune.no/helse-og-omsorg/helsestasjon/#helsestasjonens-familiesenter>)

### **Barnvern:**

The barnevern (Child Welfare Service's) task is to provide children, adolescents and families with help and support when there is a difficult situation in the home or a child is in need of help from the Child Welfare Service for other reasons (for example behavioural problems or problems connected with drugs or alcohol).

Families who need help from the Child Welfare Service can telephone the municipality in which you live and arrange a meeting. On attending the meeting, you will discuss the help and support your family needs with the Child Welfare Service.

The majority of those who receive help and support from the Child Welfare Service receive help in the home, so that the child/children and parents can live together. We call this help an initiative, and it can for example be:

- Guidance and advice for the family
- Parent groups
- A support contact
- Financial support for a kindergarten place or places
- Financial support in connection with the day care facilities for school children arrangement (SFO/AKS)
- Financial support in connection with leisure time activities or other arrangements
- Relief at weekends / visiting homes (from [https://www.buudir.no/globalassets/global/nbbf/Barnevern/Barnevernet\\_Brosjyre\\_ENGELSK.pdf](https://www.buudir.no/globalassets/global/nbbf/Barnevern/Barnevernet_Brosjyre_ENGELSK.pdf))

Parents/school should refer the student to the Child Welfare Services department in which the student lives (kommune).

The BISS child protection policy outlines proper procedures to follow should any staff at BISS have a child protection concern

regarding a student.

## **Collaborative Planning**

The Programme Coordinators meet regularly as part of the Senior Leadership Meeting and discuss student concerns. Other members of staff, the school nurse, members of the senior leadership team are welcome to join if appropriate or necessary. Departmental student concerns meetings take place at least once each term (more can be scheduled if required). These meetings are intended to raise concerns and share best practice.

## **Friskole Law**

The friskole law states the following with regards to special educational needs and disabilities, and inclusion:

### **Section 3-4a.**

Adapted education - Education must be adapted to the abilities and aptitudes of the individual pupil.

### **Section 3-4b.**

Early intervention in grades 1 to 4. In grades 1 to 4 the school must make sure pupils who are in danger of lagging behind in reading, writing or arithmetic, quickly are given suitable intensive instruction so that the expected progress is achieved. If it is in the best interest of the child, this intensive instruction may for a short period be given on a one-on-one basis.

### **Section 3-6.**

Special education and the educational and psychological counselling service

### **Section 5-1 of the Education Act on the right to special education,**

### **Section 5-3 on expert assessment, Section**

### **5-4 on administrative procedures in connection with decisions concerning special education**

### **Section 5-5 on exceptions from the provisions concerning the content of education and qualification requirements apply correspondingly.**

The pupil's home municipality or home county ensures that an expert assessment is conducted and makes the decision concerning special education. The home municipality or the home county must cover expenses for special education in independent schools in the same way as for government schools. Funds for special education must be calculated in relation to the number of pupils who receive special education. In cases of doubt, the Ministry will determine which municipality or county municipality is responsible for the costs. The Ministry has the same responsibility for pupils in Norwegian schools abroad.

The Ministry may issue regulations on how the rules for special education should be implemented.

Appeals of municipal and county-municipal individual decisions on special education should be addressed to the Ministry.

This provision does not apply to education organised especially for adults.

The educational and psychological counselling service in the host municipality must assist the school in its work on competence development and organisational development in order to better provide for pupils with special needs.

### **Section 3-6a. Duty to participate in the work of preparing an individual curriculum**

The school must, when it is necessary in order to meet the pupils' need for an overall, coordinated and individually adapted service, participate in the work of preparing and following up measures and aims in the individual curriculum pursuant to other laws and regulations.

### **Section 3-6 b. Cooperation with municipal services**

The school must cooperate with relevant municipal services regarding assessment and follow-up of children and young people with health-related, personal, social or emotional difficulties.

When it is necessary and reasonable in order to carry out the responsibility pursuant to the first subsection, the cooperating services may process personal data, including special categories of personal data and information on criminal offences.

### **Section 3-14. Education for pupils who require alternative and supplementary communication (ASK)**

Pupils who are partially or totally without functional speech and who require alternative and supplementary communication, must be allowed to use their own forms of communication and the necessary means of communication in their education.

When a pupil does not benefit or is unable to benefit satisfactorily from the ordinary educational facilities, the pupil is entitled to special education pursuant to the provisions in Section 3-6. This includes necessary training in the use of alternative and supplementary communication.

### **Section 7-4. Duty to provide information to the Child Welfare Service**

School staff must in the course of their work take note of circumstances which may lead to measures from the Child Welfare Service.

The duty of confidentiality notwithstanding, the staff must inform the Child Welfare Service without undue delay

1. When there is reason to believe that a child is or will be ill-treated at home or is exposed to other serious forms of failure of care,
2. When there is reason to believe that a child has a life-threatening or other serious disease or injury and is not being examined or treated, or that a child with reduced functional ability or a child in need of special help does not have his special need for treatment or training met,
3. When a child shows serious behaviour problems in the form of serious or repeated criminal activity, use of intoxicants or other types of distinctly unruly behaviour,
4. When there is reason to believe that a child is or will be exploited in human trafficking.

Everyone performing a service or work pursuant to this Act, is also obliged to provide information when ordered to do so pursuant to Section 6-4 of the Child Welfare Act.

### **Section 7-5. Duty to provide information to the social services**

Personnel working in schools pursuant to this Act must in cases concerning individual clients provide advice and guidance to the social services. The personnel must take note of circumstances which should lead to measures on the part of the social services and must on their own initiative inform the social services of such circumstances. When on the staff's own initiative, information may only be provided with the consent of the pupil or the parents, or otherwise to the extent that the information is not subject to a duty of confidentiality.

(from [https://lovdata.no/dokument/NLE/lov/2003-07-04-84#KAPITTEL\\_3](https://lovdata.no/dokument/NLE/lov/2003-07-04-84#KAPITTEL_3))



# **BRITISH INTERNATIONAL SCHOOLS OF STAVANGER**

Policy reviewed November 2020 by Senior Leadership Team

Policy reviewed 9<sup>th</sup> December 2020 by teaching team

Parent overview of policy published (planned March 2021)

This policy is a working document and has been produced by SLT (PYP and MYP programmes) and administration in collaboration with all teaching staff. The policy is reviewed bi-annually.