

## **Inclusion Policy**

At Ehrens värdska all students should feel welcome and receive a high quality education fitting their needs. Irrespective of their socio-economic background, ethnicity, faith or sexuality students should feel integrated and included in the school's culture. All students should be able to voice their opinions and have influence in their school, environment and studies.

The inclusion policy is derived from two core values. First, everyone has intrinsic value. Second, everyone has potential for growth. All of our actions and choices need to stem from these principles.

- Staff are mindful of the diversity in the classroom and teach in a way that promotes tolerance and understanding.
- Regular student-board meetings are held where every student has an opportunity to voice his/her opinion.
- Regular evaluations of the work environment will be held to ensure that the study environment is adapted to all students' needs.
- Teachers adapt their teaching methods according to students' individual needs.
- Staff are educated in neurodevelopmental disorders, dyslexia and learning disabilities.
- Each student has a personal laptop with access to apps and programs that can help overcome barriers to learning.
- Students will have a mentor who guides and supports their studies throughout the programme.

The following resources are accessible for every student when needed:

- Study counsellor
  - has many personal contacts with students, parents, teachers, school management and representatives of the labour and education sectors
  - counsels students on study and career choices, both individually and in groups
- Coordinator for students with special educational needs
  - before students start at Ehrens värdska gymnasiet the Coordinator gets information from their middle schools on them
  - after they have started at our school the Coordinator is in regular contact with the mentors and subject teachers and organises the help students need
  - supervises the special-ed teachers
- Special-ed teacher
  - helps the students in need either during the lessons in classroom or in individual lessons
- Social counsellor
  - brings a psychosocial perspective to the school to help students achieve their educational goals
  - sees the whole person (activities in spare time, family situation, friends)
  - Supports teachers in the classroom
  - works on prevention
  - supports and if necessary refers to health institutions
- Student's assistant
  - supports the student's growth and development so that the student can promote his/her study skills and social maturity, find information and develop skills for life planning
- School nurse
  - calls students for regular health checks to monitor their development and to carry out vaccinations
  - students may also make spontaneous visits to the school nurse for counselling and support on various issues, or for care after an accident

## Programme Guidance

- Each subject teacher, mentor, coordinator and counsellor offers support to guide students through the three years.
- In some cases students may retake the EGIC if there is a need for further education.
- Gifted students can together with their mentor, teachers and coordinator create an individual plan to further their development in a chosen area of study. For example, students may choose an extra subject, an additional language, or social activities in school.

## Revision of Policy

At the beginning of each school year all staff discuss revisions as needed.

Schoolyear 2023/2024