



Inclusive Education Policy at Per Brahegymnasiet

Per Brahegymnasiet welcomes all students that fulfill the educational requirements for acceptance. For Swedish students entering from the 9th grade, this means that they have met the requirements to apply to theoretical high school programs in Sweden. For international students, this means that there is evidence of a completed 9th grade school year or something that we can deem to be the equivalent. There is no requirement to be fluent in Swedish or have grades in Swedish courses.

The school aims to:

- ensure that the special educational needs of all students are identified, assessed, provided for, and reviewed on a regular basis.
- ensure that all students that are accepted to the school get the assistance they need and that is done through the cooperation of school counselors, special education teachers and other assistants that are available to support the individual student's needs.
- enable all students to have full access to all elements of the school curriculum.
- ensure that the school keeps up-to-date in all the latest technology for what the students need.
- ensure that the school keeps up-to-date in all the latest compensatory support for students in need.
- ensure that students get help with their homework if needed. The school offers one hour per week for general help and three hours for mathematics specifically.
- ensure that all students get the appropriate support during exams, regardless of the type of problem (physical, psychological, learning difficulties...etc.)

The school has three school nurses – one which works closely with the IB Diploma Programme students. During the first year at the school, each student has a meeting with the school nurse. Then the nurse is available as needed throughout the three years the student is enrolled.

We also have several counselors at the school and one of them works closely with the IB Diploma Programme students. The counselors introduces themselves at the beginning of each school year and is available to meet with students during the three years they study here.



Students with any special educational needs are supported by our team of special education teachers, two of which work closely with the IB Diploma Programme. If teachers or parents suspect any reading difficulties, we have staff available to do the appropriate testing. If any other difficulties are suspected, we have the possibility to provide external help from the healthcare system. If the student has existing needs that have been diagnosed, our staff helps to support them during their three years here. This could be that the student may need extra time to write essays/tests, sit in a separate room, have texts read aloud to them, use a word processor...etc.

The IB Diploma coordinator requests the appropriate arrangements with the IB, using documentation provided by teachers, the special educational staff or external professionals prior to the IB exams so the student can have the accommodations arranged for the final exams as well.

The IB Diploma coordinator works together with the guidance counselors at the school to help students plan and prepare for their futures at a university in Sweden or abroad.

Each IB class has mentors that have an extra responsibility for helping the students they are mentors for. There is a development talk each term, throughout the three years the students are enrolled here. Prior to the talks all results are published on the digital school platform, available to the students and the parents. When the students are under 18, parents are invited. After the age of 18, the student can decide if they would like their parents to attend. The school works to include parents in the student's education as much as possible.

During these development talks, a student or parent can express any needs that are not currently being met and the mentor can ensure that the appropriate staff member responsible meets with the student to ensure that they receive the help and support they need. This could be due to physical, psychological or learning difficulties, but also if the student feels that they are not being stimulated enough.

In addition to the general description above, the school works according to the IBO policy regarding candidates with special assessment needs.

The Inclusion Education policy was initially written by the IB Diploma coordinator and the headmaster of the school.



Reference:

Access and inclusion policy. IBO. 2022.

From Principles into Practice. IBO. 2015

Updated: January 2023

To be reviewed: June 2024