



**Anton Bruckner International School  
Linz, Austria**



# **Anton Bruckner International School**

## **Inclusion Policy**



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## 1. Mission Statement

"IB programme principles and practices call for schools to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes."

(MYP: From principles into practice)

## 2. Relevant Legislation

[https://www.ris.bka.gv.at/Dokumente/BgblPdf/1985\\_76\\_0/1985\\_76\\_0.pdf](https://www.ris.bka.gv.at/Dokumente/BgblPdf/1985_76_0/1985_76_0.pdf)

<https://rundschriften.bmbwf.gv.at/rundschriften/?id=706>

[https://www.genderportal.eu/sites/default/files/resource\\_pool/aut42823.pdf](https://www.genderportal.eu/sites/default/files/resource_pool/aut42823.pdf)

[Austria - Federal Constitutional Act on abolishment of all forms of racial discrimination.](#)

## 3. Philosophy and Scope

At Anton Bruckner International School (ABIS) we strive to provide a high quality, challenging and stimulating education which is accessible to all students, regardless of their background. To this end we are committed to establishing and promoting an inclusive environment which caters to all students, all of whom are unique and all of whom have unique requirements and needs.

The purpose of this inclusion policy is to outline ways in which ABIS takes steps to cater to the needs of different groups, including, but not limited to:

- Students experiencing financial difficulties
- Students with physical disabilities
- Students of all national, ethnic and religious backgrounds
- Students of all genders and sexual orientations
- Students from different language backgrounds
- Students who have gifts and talents in different areas
- Students experiencing emotional and or behavioural difficulties
- Students with diverse special educational needs

## 4. Stakeholders

As a team, we recognise the unique contribution made by different people in our school. Our school community consists of different people, in different roles, all of whom have a role to play in ensuring that our school includes all learners. All of these groups have different roles and responsibilities, however all strive to try and

ensure that ABIS is a school where all our students feel like they belong, and all are given an opportunity to thrive. These groups include, but are not limited to:

- The student body
- The parent and carer community
- School principal and senior leadership team
- Teaching staff
- Learning support teachers
- School councillor
- Learning support teachers
- School doctor
- Auxiliary staff
- The school's management association (Association of Anton Bruckner International School)

#### **4.1 Stakeholder responsibilities**

<b>Teachers' responsibilities include:</b>
<ul style="list-style-type: none"><li>● Being alert to the possibility that some students may have specific learning difficulties and bringing their concerns to the attention of the learning support advisor, who has responsibility for coordinating special needs service, following the school's identification procedures</li><li>● Collaborating with the Principal, Vice-Principal, and Programme Coordinators in identifying appropriate accommodations to support learning</li><li>● Implementing the support in conjunction with the SEN teacher</li><li>● In conjunction with SEN teacher, maintaining a record of pupil's progress towards achieving goals</li><li>● Differentiating the curriculum to meet the needs of all learners within their class</li><li>● Participating in a review of the progress of SEN students at the end of each semester</li><li>● Consulting with parents to outline the support that has been offered at school and the progress made by the student</li></ul>

### **Parents' responsibilities include:**

Parents have unique knowledge of their own child and therefore have much to contribute to their child's learning program. Parental involvement and participation will improve the intervention and support by:

- Providing a good learning environment at home which creates opportunities for parents and children to participate together in developing language and numeracy.
- Supporting the work of the school by engaging in activities at home like storytelling, discussion about reading, writing lists, reviewing what they have done at school, etc.
- Being a role model at home by modeling their own involvement in different learning areas.
- Discussing the learning targets and actions to be taken by the school to meet those targets.
- Discussing their child's progress with the learning support teacher at the end of each semester.

### **Students**

The involvement of students in the development, implementation and evaluation of their own learning program is an effective way to support students' needs, develop self-management and independence. Students should:

- Contribute to the setting of the learning targets.
- Become familiar with their learning goals.
- Contribute to the selection of texts and materials that can help to achieve their goals.
- Reflect on their progress by participating in various assessments.

### **School Principal and leadership team**

The Principal is the first point of call in guiding teachers in offering learning support. In order to provide the best possible support for students with special educational needs, the administration aims to:

- Collaborate with teachers on the process of admitting students who may need learning support.
- Acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the students in need.
- Arrange time for teachers to assess students' needs and organize possible support options.
- Provide information to parents about the school's procedure and policy for students with special needs.

## 5. Barriers to Inclusion

### 5.1 Students experiencing financial difficulties

- **Responsible:** School principal and leadership team, school management association.

Students experiencing unexpected financial difficulties, especially those arriving at short notice from war zones or other conflict areas, are able to apply for financial assistance. This assistance is provided on a case by case basis and will only be provided upon receipt of proof of financial difficulties.

### 5.2 Students with physical disabilities

- **Responsible:** Auxiliary staff, learning support teachers, teaching staff.

Efforts are made to provide assistance to students with physical disabilities and we are able to accommodate students with mobility problems. However, the school is not currently able to provide assistance to students with severe disabilities.

### 5.3 Staff and students of all national, ethnic and religious backgrounds

- **Responsible:** All members of the school community.

Our school is diverse and we promote the different cultures of our staff and students and celebrate the rich and varied traditions of our school community. We have a zero-tolerance policy towards all forms of racism and prejudice based on religion and belief. The consequences of infringement of this policy are delineated in our school's behaviour policy.

### 5.4 Staff and students of different genders and sexual orientations

- **Responsible:** All members of the school community.

As a school we are committed to promoting gender equality, and give students of different genders equal opportunities to thrive in our school. No particular sexual

orientation is promoted in our school, but all orientations are accepted. Age-appropriate sex and relationship education is provided in ABIS from 4th grade onwards. Homophobia and forms of gender/sex based prejudice are forbidden in school. The consequences of infringement of this policy are delineated in our school's behaviour policy.

### 5.5 Students from different language backgrounds

- **Responsible:** School principal and leadership team, class teachers, learning support teachers

As an international school, we are obliged to provide a welcoming environment for students from all language backgrounds. Our language of instruction is English, however we are open to students with differing degrees of ability in the language. Full details are included in our school's language policy.

### 5.6 Students with gifts and talents in different areas

- **Responsible:** Class teachers, School principal and leadership team

Wherever possible, students with talents and gifts in different areas are given the opportunity to stretch themselves to ensure that learning continues to be a challenge for them. The nature of the IB's inquiry based approach lends itself to students setting themselves their own challenges and learning goals, and students are always encouraged to push themselves to explore areas which stimulate and engage them. Within the core subjects of English, maths and German, teachers will set differentiated work to ensure that children with higher abilities in those subjects are sufficiently challenged. In exceptional cases, a student may be assigned to a different year group.

When students with particular gifts are identified by the class teacher, the local government in Upper Austria is able to offer additional support and instruction outside of school hours to [qualifying students](#).

### 5.7 Students experiencing emotional and behavioural difficulties.

- **Responsible:** Class teachers, School principal and leadership team, school counsellor, parents, school doctor.

Everyday emotional and behavioural challenges which arise will be dealt with by the responsible teacher in accordance with the behaviour policy and their best judgement. However, in instances where there is deeper concern for a student's emotional wellbeing, further steps will be taken. Students can refer themselves, or be referred by a parent or teacher, to the school counsellor, who will take time to assess the specific needs of the child. The school doctor will also be consulted if it is considered necessary. The counsellor will support the student during the school day, and will liaise with parents or other responsible adults about outside interventions which may be necessary.

The school counsellor will liaise with parents about student concerns in a way appropriate to both the age of the child and the severity of the issue to be addressed.

The support of parents is of fundamental importance when dealing with these issues, in order to ensure that the efforts made to support the child both at school and at home reinforce one another. The school will actively seek cooperation with parents when seeking to support children with these needs. In exceptional cases, where children's welfare is considered to be acutely threatened, government agencies will be contacted to support the school, in accordance with Austrian law.

## 5.8 Students with special educational needs (SEN)

- **Responsible:** Class teachers, school principal and leadership team, learning support staff, learning support teacher.

### Definitions:

Special Educational Needs at ABIS include, but are not limited to:

- learning difficulties
- medical conditions which inhibit learning.
- speech difficulties
- visual/aural impairments

## 6. Learning Support

Learning support at Anton Bruckner International School includes the provision of accommodations, modifications and various supports to enable students to "achieve their full potential". Learning support enables students to succeed academically, socially, and emotionally.

### 6.1 Aims

Teachers at Anton Bruckner International School provide learning support to all students where needed. The focus is to support students with special educational needs and assist with the educational planning and monitoring of students' progress. Through offering differentiated lessons, adapting resources, and taking account of different learning styles, teachers aim to empower all learners inside and outside the classroom.

Anton Bruckner International School aims to
Identify a student's strengths, skills, preferences, and abilities <ul style="list-style-type: none"><li>● Set educational goals; both short-term and long-term</li><li>● Promote collaboration amongst teachers to develop a whole-school approach</li><li>● Provide additional support, strategies and resources</li></ul>



- Teach skill development to students with special educational needs
- Evaluate and review student progress and programs
- Establish effective home-school partnerships, including the development of support strategies for parents and to help the students lead a more independent life both in school and their social environment.

## 6.2 Identification procedures

Identification of a student with a learning need can occur at any age or stage of development. It is sometimes the case that Special Educational Needs may become apparent only as a student progresses through the school.

## 6.3 Ongoing support

The Principal, Vice-Principal, SEN teacher and Coordinators assist classroom teachers in addressing the educational needs of students with learning difficulties. In the classroom, provisions for students with special educational needs will be made by class teachers to maximise access to the whole curriculum. All faculties involved with a student with special educational needs will provide input to determine the support needed, in each area of the curriculum.

### **When a teacher suspects that a student may need additional support, the procedure for referral is as follows:**

Teachers observe the student both informally and formally through assessed work in various settings, and while working on various tasks.

- Teachers notice shortcomings in student learning or development in a particular area
- Teachers document any strategies that have been tried and whether or not they have been successful, for example providing support materials or setting differentiated tasks.
- Teacher meets with other teachers to review student progress and to gather different points of view.
- Parents are invited for a discussion with relevant teachers to discuss concerns about student progress and share any relevant additional information.
- The teacher fills in a student referral form.
- Teacher sends the form and accompanying documents to the student support teacher.
- The student support teacher observes the student.

- The student support teacher compiles the information regarding the student and their needs and makes recommendations for the student.
- The Principal and Vice-Principal approve any recommendations for teaching interventions or support which may be required.
- In the MYP, the IBO is contacted and informed of the educational challenges faced by a student and of any student support which is offered.
- On the basis of the agreed recommendations an individual education plan (IEP) is drawn up with a 2 month timeframe for review.

## 6.4 Extent of learning support

Students are encouraged to work independently. The intention is for support to be provided to students in such a way that they develop their ability to learn independently and don't become dependent on support. The nature and scope of a child's independent learning plan (IEP) should evolve over time, with the express aim that at some point the IEP is no longer necessary.

## 6.5 Official documentation

### **Procedure for the obtaining and keeping of official documentation regarding SEN:**

- Being alert to the possibility that some students may have specific learning difficulties and bringing their concerns to the attention of the learning support advisor, who has responsibility for coordinating special needs service, following the school's identification procedures
- Collaborating with the Principal, Vice-Principal, and Programme Coordinators in identifying appropriate accommodations to support learning
- Implementing the support in conjunction with the SEN teacher
- In conjunction with SEN teacher, maintaining a record of pupil's progress towards achieving goals
- Differentiating the curriculum to meet the needs of all learners within their class
- Participating in a review of the progress of SEN students at the end of each semester
- Consulting with parents to outline the support that has been offered at school and the progress made by the student

## **6.6 SEN Support within each IB Programme**

PYP & MYP teachers at ABIS are expected to respect the general principles outlined by the IB when planning adaptations to teaching and assessment for students with special educational needs. These principles are shown below:

- Where normal assessment conditions would put students with SEN at a disadvantage, reasonable adjustments, including the use of technology, must be given to allow the student to demonstrate their ability.
- The special adjustments put in place to allow students to demonstrate their true ability must not put students with SEN at an advantage.
- Any grade awarded to a student with SEN in any subject must not be a misleading description of the student's level of attainment based on the course objectives.
- Schools may differentiate conditions in relation to the interim objectives to meet the needs of the student, however, in the final year of the MYP, the same assessment criteria must be applied to all students within the subject, regardless of whether they have special educational needs.
- Where special arrangements have been made for assessment, they must correspond to school policy and reflect the conditions available to the students in the classroom.
- Special assessment arrangements must be recorded and made available to the IB on request.
- If ABIS requires validation of grades by the IB, then students with special educational needs should be identified as soon as possible.

## **7. Professional Development**

Anton Bruckner International School aims to provide professional development in Learner Support and Special Needs Education. The Principal, Vice-Principal, Programme Coordinators, and experts will, where required, provide in-service training to support teachers within the classroom.

## **8. Support from local government educational authorities**

In cases where students have clinical diagnoses from recognised and accredited clinicians, the school is able to apply to the local educational authority for support assistants to come into the class for a number of hours per week. They are put in place to assist students in understanding and completing tasks which are set by the class teacher.

## **9. Adaptions made to assessments**

IB principles and practice encourage students and teachers to explore a varied approach to learning and sharing knowledge and one which is adapted to and plays upon students' strengths. To this end, every effort is made to adapt teaching strategies and approaches to assessment to ensure that students are able to demonstrate their knowledge through different means. While this doesn't mean

that students with different learning challenges will never be assessed using particular approaches (for example essay writing), it does mean that they will be given ample opportunity in different contexts to demonstrate their knowledge and understanding in ways that accommodate their particular learning challenges (for example giving an oral presentation rather than writing).

Where it is necessary for students to sit a more “formal” assessment, such as a mathematics test, or to produce long form writing, students with clinical diagnoses will be given accommodations in line with professional recommendations and best practice. This may include, for example, being able to type instead of hand write, more time to sit a test, access to calculators, the use of speech to text programmes or a scribe.

In MYP 5, modifications similar to those outlined above can also be made to the eAssessments, in order that they are more accessible to students

## **10. Cases where our school is not the best fit for a student**

The provision of care and facilities for children with special educational needs is a key aspect of our teaching and learning at ABIS. The IB framework offers an academically rigorous education, but one which gives scope to children who have barriers to their learning to be able to access the teaching and learning we offer. The above section delineates the core components of our approach to special educational needs, however we are also aware that our school’s approach to teaching and learning isn’t always going to be in the best interests of every student.

In rare cases when we feel that we are unable to support children to the best of their needs, we will discuss with parents possible next steps in other schools for their child. This is particularly true for children who have the ability to learn in the German language, since there are numerous local schools which specialise in supporting students who face learning challenges. Where children are not able to attend a German speaking school, further accommodations will be made to support them here at ABIS.

## **11. The Policy**

The Anton Bruckner International School Inclusion Policy was drafted jointly by the full teaching faculty. The Anton Bruckner International School Inclusion Policy was reviewed by the full teaching faculty and administration in April 2023.

Reviewed: May 2023

To be reviewed by: May 2025

<b>Inclusion policy</b>	<p>Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)</p> <p>Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)</p> <p>Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)</p>	<p>The inclusion policy:</p> <ul style="list-style-type: none"> <li>• identifies all legal requirements</li> <li>• outlines the structure and process it uses to comply with legal requirements</li> <li>• describes the rights and responsibilities of all members of the school community</li> <li>• clearly states the school's vision for implementing inclusive IB programmes</li> <li>• includes evidence of a review process such as the date of the most recent review.</li> </ul>
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