

INCLUSION POLICY

1. THE AIM OF INCLUSIVE EDUCATION

Students of the Diploma Programme at Turun normaalikoulu come from various learning backgrounds around the world. As every individual has their own ways of studying and learning, the school wants to support all kinds of learners. The candidates with challenges in learning have the right to receive the best possible support for their learning process.

2. HOW TO SUPPORT THE STUDENT'S LEARNING

Every member of the staff is responsible for giving the student guidance and help if the student requires support of any kind. The subject teachers are experts on their subject and can give advice and provide supporting materials and tutoring for the students. In addition, as we are a teacher training school, we have additional resources of subject teacher trainees for tutoring.

If there are challenges in a certain subject, the student has a discussion with the subject teacher. In this discussion, the student and subject teacher assess the need of support and actions required to support the student's individual needs for learning. These discussions must also have follow-up meetings, where the effect of actions can be assessed and, if needed, further actions considered. When needed, the subject teacher consults the homeroom teacher and member(s) of the multi-professional student welfare team, for example the special education teacher.

Every subject teacher can support the individual student by helping them to plan their work and time management. Therefore, teachers are required to define the coursework and deadlines in the beginning of each study period. The school's deadlines for the IBO's external and internal assessments are given to the students in the beginning of the school year.

The Diploma Programme requires students to study and do coursework and assessment tasks outside the lesson time. Time management and organisation of the work is one of the greatest

challenges for many DP students. To help the students to plan their work during their DP studies, the school follows a deadline calendar, which is created annually by the teachers for the students in DP1-DP2. This document is available for the DP students in Managebac.

Subject teachers can also support the students by reserving a classroom in the school for the students, where the student can then do the coursework or assessment tasks. The school has had small study groups that help students do their work in time. In these study groups, every student has an opportunity to do their own tasks.

The school has named a group of Academic tutors, who are voluntary students with knowledge of the specific subject and who can help other students with their studies and offer peer support. The list of academic tutors is available for teachers and students in Wilma*).

The homeroom teacher and DP coordinator closely monitor the students' progress both in Wilma (course grades, exam results, absences) and Managebac (Meeting the deadlines, submitting the IAs, recording CAS activities). If the challenges affect many subjects or the student's studies in general, the student will have a discussion with the homeroom teacher and/or DP coordinator. In the discussion, the student and homeroom teacher/coordinator plan the measures to support the student. If needed, the homeroom teacher/coordinator contacts the suitable member(s) of the multi-professional student welfare team. These discussions are called pedagogical meetings. These informal meetings can consist of various different members depending on the situation.

If the actions planned and carried out in the pedagogical meetings are inadequate, a formal meeting of the multi-professional student welfare team (MAR) is convened. These meetings are always documented, and result in planned measures, follow-up procedures and a named person responsible for the actions.

One indicator of a student's challenges may be the number of absences, if there is no reasonable explanation for them. Thus, the school monitors them carefully and has a clear protocol for actions. Please, see the following flow chart.

*) Wilma is a secured electrical platform that is used for secured communication between students, teachers, school staff and guardians.

Flow chart 1. The steps of student support in the case of absences

Effective everyday life - prevention

1. Communal student care applies to every member of the upper secondary staff.
2. The school practices support a student's attachment to school and well-being.
3. The subject teacher immediately monitors and records absences to Wilma.
4. The homeroom teacher, as the supervisor of the student group, actively monitors the absences.
5. The guardian monitors and explains the reasons for any absences.

Concern arises - speaking up

1. The subject teacher has a duty to communicate with the student and take the concern forward, primarily to the homeroom teacher, and, if necessary, to communicate with the guardian.
2. The homeroom teacher discusses the absences with the student and the guardian.
3. If necessary, the homeroom teacher consults the multi-professional welfare team (please, see later) concerning the absences.
4. If necessary, the homeroom teacher considers assembling a pedagogical meeting.
5. If necessary, support actions take place, and a responsible person who monitors the progress of the study is appointed.

Absences continue - the causes are clarified and support measures are launched

1. The homeroom teacher or designated person in charge will communicate with the student and the guardian (if the student is under 18) to sort out the reason for the absences.
2. At this stage at the latest, the support actions take place (pedagogical and student care support) and monitoring will be initiated and a responsible person will be appointed, if one does not already exist.
3. If necessary, a pedagogical meeting is held or multi-professional welfare team's official meeting (MAR) is convened.

Monitoring and evaluating the adequacy of school support measures

1. Student absences are monitored and the adequacy of school support measures is regularly assessed in co-operation between teaching staff and study care.
2. The school collaborates with the student and guardian to assess the adequacy of support measures.
3. If necessary, a multi-professional welfare team's official meeting (MAR) is convened.
4. If necessary, the student will be directed to out-of-school support.

Absences continue despite support

1. If the absences continue and the student's studies do not progress, a certificate of termination of studies may be issued to the student.
2. The guidance counsellor supports the transfer of a student with compulsory education to another educational institution.

2. THE MULTI-PROFESSIONAL STUDENT WELFARE TEAM

The support provided by the subject teacher, homeroom teacher and/or DP coordinator may, in some cases, be inadequate to support the student's learning. In those cases, the student can receive additional support from the multi-professional student welfare team. This team consists of the school nurse, guidance counsellor, psychiatric nurse, psychologist, school curator (school's social worker) and special education teacher. The student, teacher and guardian (if the student is under 18 years old) can contact any member of this multi-professional student welfare team directly. The members of the multi-professional student welfare team can support the student's studies and wellbeing from a wider perspective. The contact details of the Student welfare team members are on the school's website (<https://sites.utu.fi/tnk/>) and in Wilma.

The multi-professional student welfare team can also ask the relevant subject teacher, homeroom teacher, DP coordinator and/or principal to attend the meetings. Due to legislation in Finland concerning an individual's privacy, the student welfare team always communicates with the student and guardians (with the permission of the student) before contacting, for example, teachers. All discussions with the members of the student welfare team are confidential.

The main goal of the team is to take care of the students' physical, mental and social wellbeing. The team also promotes the safety and welfare of the whole school community. The job descriptions of the members of the student welfare team are described below:

The special education teacher supports the students in their studies and when they have learning difficulties at times when the students' ability to work is decreased abruptly, temporarily or extensively. The situation may be caused by a physical or mental illness or particularly difficult circumstances in life. On the other hand, the development of a student's study skills, time management, sense of responsibility, mastery of life skills or motivation may require special support and guidance. The special education teacher also organizes dyslexia tests to identify reading and writing difficulties. She is also responsible for writing a document needed in special arrangements in examinations. Students are advised to be active in getting suitable assistance from the special education teacher and the other staff of the school.

The guidance counsellor advises students in matters such as general studies, career choices, further education and work life. The guidance is given in lessons as well as at personal and group meetings. The work is carried out in co-operation with other teachers and the student welfare team. The guidance also includes visits to colleges, universities and further education open days.

The school curator is a school social worker who aims at solving the students' problems in studying. She also works in cooperation with guardians, teachers, the student welfare team and external experts. If needed, they also guide families in how to contact specialists outside school. The curator helps and supports the students in matters such as problematic situations in studies (absences, lack of study motivation and disability to concentrate on work in class), challenges in social relationships (conflicts at home or elsewhere), clearing bullying cases, matters related to life control and guidance and advice on study benefits.

The school psychologist aims at helping students in matters related to mental welfare, study motivation and coping with stress in particular. The responsibilities of the school psychologist are to carry out psychological investigations and evaluations related to the student's study habits and welfare, to offer consultation for the teachers and other staff, to guide and advise the students and guardians, to carry out analysis of the activities and harmony of student groups and classes and co-operate with the principals and other staff. In addition the school psychologist makes the plans for crisis situations in school.

The school nurse has daily reception (school days) with and without pre-booking. The school nurse works together with the school's doctor. The aim of school healthcare is to enhance the students' health and ability to study effectively, to support life control and the process towards adulthood, to recognize the need for special support and to guide the student to make use of our welfare team and the supportive measures, to observe and promote the health, welfare and safety of the whole school community and environment. The school nurse can be contacted at a low threshold for all kinds of concerns and questions related to health, mood, social relationships, life situation or study.

The school nurse invites all 1. upper secondary school students to the regular health checkup. At the health checkups, attention is directed at the student's life situation, study motivation and health problems and risks. The student's health condition is estimated and supported especially in terms of coping with studies. The school nurse cooperates with the school

doctor and other student welfare team members. The school doctor is available upon consultation with the nurse. The school doctor's medical checkup is scheduled once during the upper secondary school or when needed. The student can also be sent to specific research-, treatment-, rehabilitation- and support services from student healthcare.

The school's psychiatric nurse offers supportive meetings to the students that struggle with anxiety, depression or other mood disorder symptoms. The psychiatric nurse works in collaboration with the rest of the student welfare team. The students and guardians can contact the psychiatric nurse by contacting the school nurse.

It is vital that new students inform the school nurse, form or subject teacher about any underlying diseases or other conditions or symptoms that may affect the current or future studies.

3. INCLUSIVE ACCESS ARRANGEMENTS FOR EXTERNAL AND INTERNAL ASSESSMENT

Students may have challenges related to different areas of learning. These students should contact the school's special education teacher for advice and support. The special education teacher does the standard tests for reading and writing challenges if needed. The dyslexia tests are available in Finnish. In case the student's Finnish skills do not enable the Finnish dyslexia tests, the student must organise the testing themselves. If the tests indicate challenges that affect the student's learning, inclusive access arrangements are planned and organised. These arrangements are recorded in Wilma and carried out through the student's studies in the DP. The special education teacher records the student's inclusive access arrangements and supporting measures to Wilma in the Support section. If these inclusive access arrangements affect the final exams and require authorization from the IBO, the required supporting documentation is submitted to the IBO at the time of final exam registration. The request and the supporting documentation must be submitted to the IBO six months before the final exams at the latest.

Students may also have other short- or long-term challenges related to their studies or personal life. In these cases, the student should contact a suitable member of the multi-professional student welfare team. Depending on the challenge, the measures to support the

student are planned. If the challenges affect the IBO's external and/or internal assessment and require authorisation, inclusive access arrangements can be requested from the IBO. In these cases, the submission deadline of the request depends on the type of the challenge. For that reason, the student should also contact the DP coordinator for advice and support as early as possible.

4. THE LINKS BETWEEN THE ASSESSMENT POLICY AND OTHER DOCUMENTS

This document should be read together with the following documents and sources

- School's website: <https://sites.utu.fi/tnk/>
- Assessment policy, Turun normaalikoulu, Turku Teacher training school, University of Turku

5. SOURCES

International Baccalaureate Organisation, Access and Inclusion policy, 2018

Finnish national core curriculum for upper secondary schools (LOPS 2019)

6. REVIEWING THIS POLICY

This policy is reviewed once every two years in the beginning of the school year. In addition, this policy is reviewed every time there are changes in the DP curriculum or in the school policy. This document has been reviewed in August 2022.