



## **„UNIVERSA VIA“ INTERNATIONAL SCHOOL**

### **THE INCLUSION POLICY**

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**Date of the recent review: December 2023**

In Lithuania, practically all mainstream general education and primary schools can be considered inclusive (except for special schools and sanatorium schools), as they accept learners with various educational needs.

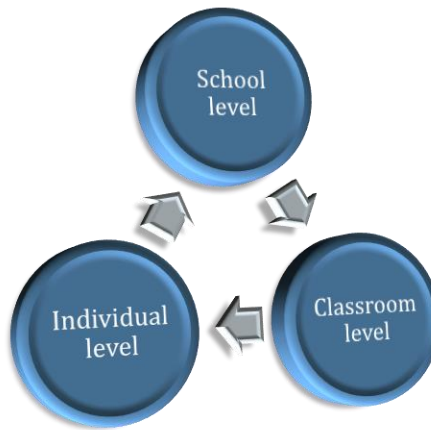
According to the National Agency for Education in Lithuania, “Inclusive education means quality education for every students“. It is especially evident in the Good School (2013) concept. It is necessary to associate inclusive education with personalised education that reflects educational needs and strengths of each student. Inclusive education includes modifying and adapting different areas of curriculum, organising teachers’ training, ensuring support for students, and implementing different assessment strategies.

The Inclusion Policy is driven in accordance and follows the applicable national laws, including:

- The Law on Education (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/eedc17d2790c11e89188e16a6495e98c?jfwid=qjs00elq1>) ;
- The National Education Strategy 2013–2022 (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.463390>) ;
- Profile of the Competence of the Teaching Profession ([https://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=291726&p\\_query=&p\\_tr2=%28%C5%BDin.,%202007,%20Nr.%2012-511%29](https://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=291726&p_query=&p_tr2=%28%C5%BDin.,%202007,%20Nr.%2012-511%29)) ;
- Teacher Training Standards (<https://www.e-tar.lt/portal/lt/legalAct/TAR.239675132D8A/asr>) ;
- the ‘Good School’ concept (<https://eurydice.eacea.ec.europa.eu/national-education-systems/lithuania/fundamental-principles-and-national-policies>)
- Procedure for Assessment of Pupils with Special Educational Needs and Assignment of their Special Education (2011) (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.408134>)

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Our school follows the particular inclusive education model →



➔ that resembles the main principles of the following national documents and guidelines for inclusion:

- The Law on Education (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/eedc17d2790c11e89188e16a6495e98c?jfwid=qjs00elq1>);
- The National Education Strategy 2013–2022 (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.463390>);
- the ‘Good School’ concept (<https://eurydice.eacea.ec.europa.eu/national-education-systems/lithuania/fundamental-principles-and-national-policies>);
- Procedure for Assessment of Pupils with Special Educational Needs and Assignment of their Special Education (2011) (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.408134>);
- Implementation of inclusive education in general education schools (<https://vilniausppt.lt/wp-content/uploads/2020/11/REKOMENDACIJOS-galutinis.pdf>)

## **Our principles regarding inclusive education**

1. Respect to each individual. Parents, students and organisations that support students with special needs or disabilities are involved into making decisions regarding inclusion practices at our school.

2. Active students' participation and involvement. All students are actively involved in everyday school and local community life.

3. Positive teacher's attitude. All teachers demonstrate positive attitude towards all students and colleagues.

4. Teachers' skills. All teachers are encouraged to develop skills necessary for education process individualisation and personalisation.

5. Leadership. Pedagogical leadership team and the The principal encourage collegiality and innovations and demonstrate positive attitude towards students' and staff members' individuality.

## **Ensuring inclusive and quality education**

Inclusive education should be seen as a process that takes into account social, cultural and learning diversity and relies on identifying and overcoming barriers to learning and participation in education.

Students' diversity is seen as a resource to support education process.

Inclusive education requires a high degree of collaboration and teamwork that is achieved through professional development.

In accordance to the position of the European Agency for Special Needs and Inclusive Education, our school acknowledges the necessity to ensure that learners of all age groups are provided with meaningful and high-quality educational support.

In accordance with the IB philosophy, our school acknowledge that our students may have different educational and learning needs, abilities and goals and that education process is diverse in terms of learning styles, rates and means.

We aim to provide our students with IB learner- centred instructions so that all students receive the necessary support and resources. This process includes identifying the most effective strategies for achieving agreed personal goals and is defined as individualization and differentiation nurtured by a culture of collaboration, support and mutual respect.

### **Inclusive education model**

**At the school level**, we ensure that all members of the school community share common understanding on inclusive education. We analyse and improve inclusive education practises together.

In order to ensure equal opportunities for all students, school administrators reflect on school members' preparation to support their students. School administrators take into consideration the following aspects:

- Structure/ model of the learning environment;
- ICT resources for implementing special educational;
- Professional skills of teachers and student support specialists;
- Curriculum designing for students with special needs.

School administrators together with the members of Child's Welfare Commission plan professional development sessions on various aspects of inclusive education.

An appointed leader of the Child's Welfare Commission is in charge of filling and keeping track of all documentation connected with inclusive education.

### **Learning environment and resources**

Our main priority is that learning environment meets the needs of all members of the community.

We ensure safe learning environment that is also functional, suitable for various learning activities with clear visual and audio cues.

We use various information and communication technologies in order to conduct distant education effectively.

### **Classroom adaptations**

We adapt our environment in accordance to students needs.

- Surfaces marked with appropriate contrast (glass doors, stairs marked with contrasting tapes, etc.), links, classroom numbers and other information are provided in appropriate font size and properly illuminated);
- Classrooms are equipped with adjustable chairs and desks that can be quickly and easily modified to suit any student.
- There is a calming room for students to de-escalate and emotionally reset.

## **Educational support**

In order to improve inclusive education, it is necessary to plan and carry out preventive activities on the topics of violence and bullying.

In order to achieve better education results, it is necessary for teachers to cooperate with students, their parents (guardians), other teachers, and student support specialists. If necessary, teachers must consult with specialists from other institutions, for example, Pedagogical Psychological Services Agency, Counselling Department for Children with Developmental Disabilities, State Child Rights Protection and Adoption services.

School administrators (the Head of School, Deputy Principals for Primary and Secondary Education) create and plan professional development for teachers and student support specialists.

School service personnel is trained to properly communicate and interact with students with special needs.

All members of the school are involved into training and implementation of preventive programmes.

Students with vision, hearing, development, behavioural and/or emotional disorders are provided with additional help from a teacher assistant or receive special services in special institutions or special education centres.

**At the classroom level**, we ensure that students are provided with opportunities to communicate and collaborate with their peers, participate in joint activities, express themselves in various forms, demonstrate their skills and get all the necessary support.

Teachers together with students support specialist evaluates classroom atmosphere during students' adaptation (surveys); meetings with parents (guardians, caregivers); implementation of preventive programs.

Parents are informed about children's behaviour, their development milestones and prioritised needs of special education students.

Each newly admitted student must be individually introduced to students, teachers, and the school environment.

A teacher, who works in accordance with the principles of inclusive education, cooperates with school specialists, teachers, administrators, parents (guardians) and social service specialists.

A classroom teacher, together with educational support specialists, must implement an action plan (workshops for parents, implementation of prevention programmes, and organisation of class community activities) that ensures the emotional well-being of class community members.

Effective student support could be provided only after considering students' **individual** needs, strengths and weakness.

In order to implement and adapt inclusive education practices, teachers and students support specialists collect information about child's development, learning style, behaviour, strengths and weaknesses.

There are following options for students according to his/her individual needs:

- A student can study together with other students and get individual assistance from a classroom teacher or teacher assistant;
- A student can attend just particular lessons;
- A student can be provided with distant consultations while studying at home.

During the adaptation period, a student can have a flexible timetable adapted to his needs. A student can participate in class activities on certain days, hours, in separate lessons, or only during informal activities.

If necessary, a student is provided with the help of student support specialists, a psychologist or a social pedagogue.

Sources of information about a student - data from teacher's observations, conversations with student's parents (guardians), recommendations from Pedagogical Psychological Services Agency.

### **Individual level - Individualised and Personalised Education**

For all students with identified and officially (by Pedagogical Psychological Services Agency) recognised learning difficulties, the Child's Welfare Commission will design an **Individualised Educational Program (IEP)**. The IEP programme is a plan developed by teachers, parents and student support specialists (members of the Child's Welfare commission) to help a child with learning disorders and other types of disabilities or specific needs succeed in school.

The IEPs are tailored to each individual's specific needs and are developed with a focus on students' skills, interests and psychological well-being. IEP development is a collaborative process between the student, their family, the Child's Welfare Commission and Pedagogical Psychological Services Agency).

The plan is then discussed and finalised with the subject teachers (including any private service providers) in order to adopt the best teaching practices.

IEP is then evaluated every three months in follow-up meetings with the family and the Child's Welfare Commission. In some cases, families may be asked to provide extra support which may include financial contributions or specific resources to aid the learning process.

**Personalized learning plan** is a document that includes the short and long-term goals of the learner, covers their skills, weaknesses, strengths, and knowledge gaps, and sets out the learning plan that is best for that particular learner. The plan is designed collaboratively between the students, their family, and the classroom teacher. The Child's Welfare Commission analyses and then approves the plan or adjourn document for further investigation.

## **Assessment**

Students who study according to the specialised program or personalised plan are assessed in accordance to the school's Assessment policy.

Teachers use assessment for a variety of purposes including gaining information on students' learning, improving students learning, contributing to the efficacy of the learning programmes, diagnosing students' needs, and guiding and differentiating instructions. Each of the mentioned purposes for assessment are linked to the main principles of inclusion, such that each students can show thinking in ways adapted to his or her abilities and needs.

Teachers teams meet regularly to design and implement appropriate assessment practices and review student data to plan appropriate instruction to meet different student needs.

## **Roles & Responsibilities**

### **Responsibilities of the School**

- ☐ to provide all necessary resources for the implementation and continuation of the Inclusion Policy;
- ☐ to raise staff awareness of the learning support requirements of our students;
- ☐ to make sure the program is in compliance with laws regarding students with learning support requirements;
- to provide guidance to students with learning support requirements to help them make informed decisions concerning application to our program.

### **Responsibilities of the Child's Welfare commission**

The Principal, the deputy principals and members of the Child's Welfare commission plan professional development on inclusive education.

The Child's Welfare Commission consists of a psychologist, a social pedagogue, one representative from primary grades, one representative from secondary grades, the Deputy Principals for Primary and Secondary Education.

The Child's Welfare commission appoints a member responsible for:

- preparing and storing student's progress reports;
- revising the personalised education plan;
- revising documents that would be sent to Pedagogical Psychological Services Agency;
- introducing, sharing and storing necessary documentation regarding inclusive practices with members of the school community.

The Child's Welfare commission monitors inclusive practices and analyses the effectiveness of personalised/individualised programmes and plans.

The Child's Welfare commission also identify the need for specialised academic support including classroom support specialists, psychologist, speech therapist and social pedagogue.

The Child's Welfare commission makes the initial evaluation determining child's special needs in advance of implementing personalised or specialised programmes.

The Child's Welfare commission prepares documentation necessary to make a referral to Pedagogical Psychological Services Agency. Student's parents (guardians) are introduced with all the documents.

Child's Welfare commission can make a decision to refer a student for special education evaluations after new information about student's behaviour changes or growing needs.

Child's Welfare commission organises and coordinates the provision of necessary assistance. Together with teachers and students support specialists, members of Child's welfare commission develop a student support plan according to the recommendation of Pedagogical Psychological Services Agency.

### **Responsibilities of the PYP Coordinator**

- ☐ to work collaboratively with the Child's Welfare Commission to support students with learning support requirements;
- ☐ to maintain discretion and confidence in providing special education needs services;
- ☐ to participate in all required training and personal development workshops;

### **Responsibilities of the Teachers**

- ☐ to identify struggling learners and refer the student to the Child's Welfare Commission;
- ☐ to implement the appropriate interventions suggested by the Child's Welfare Commission or Pedagogical Psychological Services Agency;
- ☐ to maintain accurate records of students' progress;
- ☐ to participate in all required trainings and workshops when available;
- ☐ to maintain discretion and confidentiality in providing special education needs services.

### **Responsibilities of the Parent**

- ☐ to communicate to the school all information and documentation regarding their child's learning support requirement;
- ☐ to communicate with the school regarding any changes in their child's learning support; requirement and special educational needs and any other issues that may affect their learning ;
- ☐ to play an active role in their child's education.



### **Responsibilities of the Student**

- ☐ to be proactive in asking for assistance from the school administrators, faculty, and staff ;
- ☐ to be an active participant in classes and meetings;
- ☐ to follow IB policies and procedures;
- ☐ to accept their responsibilities and exercise their rights while respecting other people's rights.

### **Committee:**

The Pedagogical Leadership Team  
The Child's Welfare commission