

Access and inclusive Policy

Hagagymnasiet

At Hagagymnasiet, the students and the students' learning are at the centre of the school's mission. The students should always feel safe, respected, and included. They are involved in their learning process and have a clear image of their educational path.

Legal obligations

In all types of education that fall under the school student, different needs shall be considered. The aim is to offset differences in students' conditions to partake in education. This is called the compensatory mission. (Skollagen 1st chapter 4§, Skolverkets common advice regarding extra adaptations, extra support, and measurements (Skolverket, 2023: 4)

All children and students in all forms of schools and educational organisations shall be given the guidance and stimulus they need in their learning and personal development based on their prerequisites to the greatest extent of the educational goals. The overseeing aim should declare the education that constitutes the previously mentioned goals in the curriculum regarding the education's individualisation. (Skollagen 3rd Chapter 2§, Proposition 2009/10:165)

Students with physical disabilities

Students who have a hard time reaching the criteria and goals due to disabilities should be given support that should minimize the offset of the disability's consequences. This includes students who still can achieve a passing grade. The principal should not accept that the student only reaches the lowest passing score, the student has the right to develop as far as possible in line with the educational aims. However, the right to support through extra adaptations only applies to students who are at risk of not achieving a passing grade. (Skollagen 3rd Chapter 2§, Skolverket 2023:9 and 25).

The public sector has a special responsibility for accessibility because it is part of the work to ensure human rights. According to the regulation (2001:526) the responsibility of the state authorities for the implementation of the disability policy, all government authorities must work for accessibility, make inventories, and draw up action plans. Other organizations should also link their accessibility work to social responsibility, partly to prevent discrimination and to reach all their stakeholders, partly to ensure socially sustainable development.

Hagagymnasiet is equipped to accommodate people with disabilities, and the school is revisiting and updating the plan. There are elevators and ramps set in place to ease access for the students, teachers, and stakeholders. The school also provides help for various impairments, such as vision or hearing. We care about the students at Hagagymnasiet and we want them to have equal access to education.



Student who easily fulfils the criteria and knowledge needed

Students who easily fulfil the standard of subjects should be given stimuli to go even further in their search for knowledge. The students who quickly develop the needed knowledge should be challenged to expand their knowledge even further. (Skollagen 3rd Chapter 2§)

When do students have the right to extra support?

If a student is not expected to reach the grading criteria an individual lesson plan should be developed. (Skollagen 3rd Chapter 5§)

When should extra support and adaptations be given?

Support in the form of extra adaptations shall be given with the student's education in mind, and not if it is unnecessary. This concludes that support should not only be directed to a subject or a few subjects but also towards their education. If it is obvious that the student only needs support in one or a few subjects this could be met. (Skollagen 3rd Chapter 5§)

How to document extra support

If a student has been given extra support, it needs to be documented in the individual development plan in the subject and grades where it applies. Extra support or adaptation shall not be written into an action program since it cannot be appealed.

Investigation regarding special support

An investigation should contain a survey and a pedagogical decision in regards if and what sort of support should be given.

Survey

Categorizes the student's educational situation in coherence with he/her abilities and condition on an individual, group, or school level.

Pedagogical decision

After the survey a judgement is made whether the student needs extra support, and if so, what type of support. The person making the decision should consider:

- If the problem is regarding the school situation or only in smaller parts.
- Are there any underlying conditions that can be a reason for the problem(s)?
- What sort of support should the school apply, and why?
- What goals are expected to be fulfilled with the extra support?

(SKOLFS 2022:334)

How extra support practically works at Hagagymnasiet

1. Anyone who worries about a student can come forward and an investigation will be put in place, or if a student is in the risk zone of failing an investigation takes place.
2. The mentor or subject teacher will then have a meeting with the student and their parent(s) or guardian(s).
3. The question will then be brought up to the team of teachers teaching the student. They will bring up ideas they have tried to use to help the student, and the teachers will try to see what they can do. This is documented in Unikum, an online teaching platform.

4. The next step, if nothing has helped, is to call for a meeting with the Student Health Team (EHT) to discuss the issue at hand. During the EHT meeting, there is a school nurse, guidance counsellor, specialist teacher, student counsellor, assistant principal, assistant teacher, and if they want to attend student and caregiver. If the problem is absent the student counsellor will take charge of the investigation.
5. A decision is made, if it works out it will be used in the future, if not they will try something new.
6. Everything is documented through PMO, and the school nurse documentation is classified.

Vision and Philosophy

The IB programme's philosophy regarding inclusivity is very similar to the Swedish publications on the same subject. As a school, we try to develop our philosophy between the IBO and Skolverket to create a foundation that we can all stand behind. At Hagagymnasiet all pupils have the right to an inclusive education that considers pupils' different needs and abilities. Pupils should have the same opportunity to achieve educational recognition, but there are different ways to lead there.

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