



# Friedrich-Ebert-Gymnasium, Bonn



*Gymnasium der Stadt Bonn mit internationalem Profil*

Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische  
Bildungswege

## Inclusion Policy

### 1. Principles

“The International Baccalaureate (IB) believes in an inclusive approach to education that is designed to remove or reduce barriers so that every student can fully participate in, and develop through, IB programmes.” (Access and inclusion policy, published September 2022, p. 1)

The FEG offers choice and access to excellence in various areas for all students to achieve their true potential. It is our aim to remove or reduce barriers in order to enable students to fully participate in the national as well as the IB Programme. This endeavour is an on-going process and constantly adapted to the needs of the students.

To identify possible barriers to learning and to offer individual support a close collaboration and partnership of the teaching staff, the form teachers, coordinators, the parents or legal guardians, past teachers, the school leadership and administration is needed. Communication, collaborative planning and reflection are at the core our inclusion policy.

Subject teachers take the individual students’ prior learning, their special talents and needs into consideration. They offer learning opportunities to enable cognitive and social learning that allow students with their individual differences to become lifelong independent, cooperative and confident learners.

All inclusive and access arrangements (see paragraph 6 for further information on access arrangements) planned for a student must be consistent with the IBO Access and Inclusion Policy, which comprises the following principles:

*“Access arrangements are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them. At a fundamental level, they address fairness and equal access to learning and teaching, and in addition, ensure validity and meaningfulness of assessment.”* (Access and inclusion policy, published September 2022, p. 4)

Additional support must be arranged as soon as the need for inclusive access arrangements is identified for a student who has the aptitude to complete the programme and to meet all assessment requirements. All arrangements must be

“monitored, evaluated and reviewed at periodic intervals” following the decision pathway as given in the IB Access and Inclusion policy in order to offer optimal support to the student concerned. (Access and inclusion policy, published September 2022, p. 11) (see chapter 6 for more school-specific details)

If inclusive arrangements are necessary, as difficulties in meeting the requirements of the IB DP arise, consultation with the IBO is mandatory.

The IB standards must be maintained at all times, therefore it must be ensured that “a grade awarded to a student in any subject is not a misleading description of that student’s level of attainment, so the same standards of assessment are applied to all students.” (Access and inclusion policy, published September 2022, p. 13) The student’s work must be evaluated without considering factors like the student’s difficulties and in line with the assessment criteria of the IBO. The school must not inform examiners on any inclusive arrangements put in place.

## **2. Individual support through challenge**

As the FEG strives both to meet the cognitive and affective needs of intellectually gifted students and to encourage and support students who face barriers.

The FEG offers choice and access to excellence in various areas for all students to achieve their true potential. Moreover, a variety of challenging programmes are offered.

- Promoting our guiding principle
  - Language learning at an intensified level
  - Learning sciences at an intensified level
  - Modules and subjects taught in English or French
  - Extensive exchange programmes with Great Britain and France
  - Bilingualism of fellow pupils
  - Integration of foreign students
  - Participation in international conferences
  - Linking different languages and cultures
  
- Extending independence
  - Project- based learning
  - Researcher’s club
  - Autodidactic Centre CDI, Bonneum learning workshop project
  - Work weekends at our school country home
  - Students as trained learning coaches for younger students
  - Encouraging international experiences (school semesters abroad, international internships and programs, e.g. MICC)
  
- Nurturing special talents
  - Participation in language, mathematics, science and art competitions
  - Skipping a year
  - Weekend trips to our school youth hostel in Aremberg to do mathematics
  - Discrete mathematics at the Arithmeum in Bonn

- Promotion of engineering and science skills (“Mission to Mars”) in a globalized world (German and English as working languages)
  - Promotion of artistic skills (orchestra, choir, theatre, film)
  - Promotion of sports (SSV: the school’s sports club, SRV: the school’s rowing club, skiing)
  - Language certificates (Delf, DELE, CERTILINGUA)
  - Students with exceptional abilities can undertake studies at university
  - Additional international qualifications: Abibac and IB Diploma
- Refining social skills
    - Acquiring social skills on school trips
    - Becoming a mediator in conflicts between students
    - Becoming a coach for students with learning difficulties
    - Becoming a mentor for younger students
    - Becoming a first aid-trained pupil
    - Growing up (Lions Quest): the weekly social training in year 5 and 6 is an integral part of the curriculum
    - Involvement in the student’s council
    - CAS activities
    - Creating awareness for global justice, human development and sustainability (Cooperation with schools in Benin (Africa), fair trade workshop)
    - Retrieving emotional balance on a trip to Taizé
    - Participation in our Happiness Club
- Improving academic skills
    - German as a foreign language
    - Subject specific support
    - In consultation with their parents students who encounter learning difficulties are offered remedial classes during afternoon sessions
    - the use of learning software
    - Support for non-native speakers of German in our international class
    - Differentiated spelling training in years 5 and 6
    - Differentiation and support for children with special educational needs

### **3. Individual support through communication and collaboration**

At the beginning of each year a meeting between each form teacher and all the subject teachers is held which allows for collaborative planning. Moreover, the student’s different learning styles and methods, strengths and needs are discussed and identified. Teachers are informed about special problems and cooperation with experts. After six months and at the end of the year another meeting is held in which the student’s performance is discussed. The previous year 10 form teachers inform the heads of year 11 who keep subject teachers as well as the IB Coordinator informed.

Collaborative reflection and planning also take place in department meetings that are held twice a year as well as in IB staff meetings. In these meetings teaching approaches, didactic

methods and the curriculum to help both the underachiever and the gifted student are developed. A general staff meeting is held four times a year.

Communication with parents concerning the cognitive, social, emotional and physical development of their children takes place during consultation hours with the relevant form teachers, head of year or subject teachers or with the headmaster. Teachers are proactive when communication with parents of students with learning support needs are concerned. Meetings with parents and special arrangements are documented and made available to all subject teachers.

#### **4. Individual support through cooperation**

Providing support in the form of advisory and social help is of utmost importance at the FEG. We want both our students and their parents to identify with our school and we want the students to enjoy attending our school. This is possible if everyone is comfortable and if problems concerning the school and beyond are identified immediately and possible individual solutions are considered.

Support programmes in case of learning difficulties are offered at the FEG with the aim of fostering our students' social skills, their self-esteem, a feeling of confidence and responsibility as well as their overall mental well-being. There is a wide choice of low threshold services at the FEG:

- Coaching (teacher tutoring): Trained teachers offer coaching to students with learning difficulties at all ages. In the meetings mentioned above (see collaborative reflection and planning) teachers may identify the need to support a student and offer the possibility to get a coaching tailored to the specific needs of the students.
- Coaching (students help students): Students are trained to help younger students with learning difficulties to reflect on their skills and to use them more efficiently. Learner strategies and organisation are paramount here. Students learn to identify their own goals, to plan their activities, to carry them out and evaluate their learning outcome. Students take an active and responsible role in determining their own strengths and needs and in identifying the kind of learners they are and in applying this to their own learning process.
- Tutoring offer (Teachers help students): If it turns out that a student's achievements in the main subjects fail to meet expectations or deteriorate so-called Förderkurse (remedial courses) are offered. The teacher in charge plans meetings corresponding to the availability (timetable) of the student, helps the student rework the course content (in consultation with the subject teacher) and offers the necessary tools for self-directed learning.
- Tutoring offer (Students help students): Students who struggle with a specific subject can fill in a form on the school's website in order to find an older student who offers tutoring.

Moreover, we have ample expertise to be able to counsel students in difficult times (social-emotional problems, mental health). See the school's website for contact details:

- School counsellor/ conflict management / training and supervision of mentors and mediators
- Coaching in difficult life situations
- Drug prevention (contact with the police and /or drug advice centres)
- Learning coaches offering training and supervision on request / if available
- Mentors, mediators, coaches (student experts). These mentors are students (from age 14 on) who support form teachers and e.g. accompany a class on excursions and school trips, offer activities during the break (in order to strengthen the class community) or help dealing with conflicts, bullying etc. in the class. These students often continue their work until they graduate from high school. For this responsible task, they receive a social skills training in order to be able to lead a group, assert themselves positively and find a solution to conflicts. The mentors take on another utterly responsible task when they sit as impartial student representatives on the school's trust committee or in disciplinary conferences and, if necessary, supervise accompanying measures.
- Crisis intervention: in a serious crisis (e.g. death of a parent, suicide etc.) an especially trained teacher supports and provides advice to students, parents and teachers. The team also offers training sessions which are open for all staff members on a regular basis.
- School Psychology in Bonn / Family and educational advice center of the city of Bonn
- Pastoral care and crisis intervention: can be contacted via the crisis intervention team. Apart from counselling students training sessions to teachers are offered on a regular basis.
- School social work: The activities of social worker at the FEG include:
  - networking and mediation of offers of help in Bonn (special advice offers, youth welfare office, financial support options, etc.)
  - social group work with classes or small groups
  - advice for students “Open ears” for concerns big and small
  - advice for parents
- Support for people with traumatic experiences (offered by Adelante e.V.)

## **5. Disadvantage compensation**

If need be and the necessary documentation (e.g. psychological / psycho-educational / medical report or evidence from a medical professional) is handed in by the parents, students can be granted a disadvantage compensation.

In general, parents or teachers apply informally to the school management for compensation for disadvantages. For justification evidence such as medical certificates, medical diagnoses or certificates of participation in support measures must be enclosed. The decision-making process and the professional pedagogical assessment by the administration may involve the consultation of parents, teachers and other professionals, such as therapists.

## 6. Access arrangements in the IB Diploma Programme

The IB Diploma Programme at our school is an offer for highly motivated and committed students who demonstrate a talent for language learning and the willingness to excel. To ensure fair and equal access to learning access arrangements for students with disabling weaknesses (e.g. attentional disorder, physical impairment, etc.) concerning teaching and assessment may be considered by the IB coordinator and authorized by the IBO.

Disadvantage compensation is decided on depending on the individual case and comprises – if need be - the full range of assistive support as authorized by the IBO.

The IB Coordinator is responsible for communication with students, parents and the IBO if IB candidates have special educational needs. It is the coordinator's responsibility to make sure that teaching and assessment is in line with the IB DP rules and regulations.

To ensure access arrangements for students with inclusive assessment needs, we follow the following process.

1. The form teachers or heads of year will identify students who have special educational needs or disabilities and assess their needs to determine the support they require. This may involve consultation with parents, teachers, the IB coordinator and other professionals. Students and their legal guardians are expected to proactively contact the school and the IB coordinator in this case.
2. For students with identified and diagnosed special educational needs for which documentation is provided, the school will develop an individualized education plan which outlines the student's specific needs, goals, and strategies for meeting those goals. It is developed in collaboration with the student, their parents, and their teachers. Inclusive access arrangements must not give a student an unfair advantage.
3. The school will regularly monitor and review the progress of students with special educational needs to ensure that they are receiving the support they really need. This may involve meetings with parents and teachers to discuss the student's progress, collecting supporting documentation to verify the access arrangements and making any necessary adjustments to these.
4. The candidate's progress will be evaluated twice a year by the IB Staff Conference. If necessary, suitable means of support will be recommended, which may range from the use of additional learning material to intensive counselling and tutoring.
5. If access arrangements require authorization from the IBO, the IB coordinator will submit a request for inclusive assessment arrangements during the final exams to the IBO. Requests for inclusive access arrangements must be submitted six months prior to an examination session to the IB coordinator and include a signed and dated psychological/psycho-educational/medical report or evidence from a language test for additional language learners and educational evidence from the school together with a translation in English.

The inclusive access arrangements provided for a student must:

- be carefully individualized, evaluated and monitored;

- reflect the optimal support that the student requires;
- be based on current, not past, requirements;
- be drawn upon teacher observations in the classroom;
- be considered in line with the eligibility criteria for inclusive access arrangements in this policy and the IB policies
- be strictly based on individual requirements.

(see <https://resources.ibo.org/data/access-and-inclusion-policy> accessed 10 July 2024)

## **7. Adverse circumstances in the IB Diploma Programme**

If an adverse circumstance, such as family bereavement or temporary illness, affects a candidate, either during the preparation of work for assessment or during written examinations, the IB coordinator needs to be informed. The affected candidate may not always be eligible for compensation; the coordinator will counsel the student on this issue based on IB rules and regulations.

### **7.1 Adverse Circumstances during Examinations (Authorization from the IBO required)**

If a candidate is too ill to attend school, but on medical advice is capable to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group, but if necessary the application for an alternative venue may include a request to reschedule the examination. Authorization to take an examination at an alternative venue must be obtained. The use of an amanuensis is permitted for all forms of assessment where a candidate is unable to provide a handwritten response or use a word processor. Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs.

### **7.2 Adverse Circumstances during Examinations (No Authorization from the IBO required)**

At the discretion of the coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization from the IBO. A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group as long as all regulations governing the conduct of IB examinations are being observed. The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with a visual or hearing impairment). A candidate may take medication and/or refreshment to alleviate a medical condition such as diabetes. A care assistant may be in attendance if this is necessary for the welfare or safety of a candidate. A candidate who normally uses an aid (for example a hearing aid) is allowed to use the aid in examinations.

### **7.3 Extensions to Deadlines**

This arrangement applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time. A request for an extension to a deadline must in these cases be received before the normal deadline.

#### 7.4 Exemptions from Assessment

Exemptions are not normally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized. If a diploma candidate is unable to complete all requirements for CAS owing to a medical condition, the coordinator must contact the IBO regional office for advice.

### 8. Practices: Formative assessment in the IB Diploma Programme

In order to be able “to cater for the diversity of learners and learning experiences in the classroom” (Access and inclusion policy IBO, p. 5) formative assessment is seen as a tool to identify learning obstacles and to find ways to remove them. It allows for students to understand their strengths and weaknesses, which is helpful in taking the necessary steps to move learning forward and to develop to the fullest.

Some examples of formative assessment at our school are:

- specific, detailed and criterion-based feedback on student work – this is e.g. facilitated by the use of Teams in Q1 and Q2 (Year 1 and Year 2 of the IB DP), which makes it even more easy for students to hand in their results, texts etc. in order to get feedback
- peer assessment (e.g. based on given or self-defined criteria) ask students to think about their own learning process
- asking students to set individual goals on the basis of their results e.g. in a written exam, concerning their oral participation
- mock exams in preparation of written and oral exams (combined e.g. with peer assessment) help students reflect on what they still need to learn to meet expectations.
- differentiated learning in the classroom regarding the content (adjustment to students’ needs by varying the difficulty or complexity of the materials to be studied, by offering support material, by choosing textbooks that include differentiated materials), the process (teaching methods like Think-Pair-Share, self-directed learning cycles etc.) or product (e.g. text type).

The school’s inclusive education policy is regularly reviewed within a 5-year cycle. **It was last revised by the IB Staff Conference in July 2024.**