

# St. Kristoforo Progymnasium

## Inclusion Policy

### Introduction

At Kristoforo Progymnasium is committed to provide learning environment that is centered on the needs of every student. Inclusion policy aims to ensure that all students—regardless of their abilities, needs, background, or social circumstances—have equal opportunities to access quality education. It is based on the principles of the International Baccalaureate (IB) programme and aligned with Lithuania's national education regulations that promote inclusion and individualized learning.

**IB Mission Statement:** IB aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The **IB philosophy** is grounded in a belief that education should be **student-centered**, emphasizing **inquiry-based learning, intercultural understanding**, and the development of essential life skills. The program focuses on holistic development, nurturing not only the intellectual abilities of students but also their **personal** and **social growth**.

Vilnius st. Kristoforo progymnasium **mission:** developing together, taking each student into account, we develop a personality that creates its own values, capable of learning consciously through research and collaboration.

Vilnius st. Kristoforo progymnasium **vision:** by cooperating, we purposefully develop a thinking, responsible and caring, consciously learning personality.

Our **motto** is #everyoneisimportant (#svarbuskiekvienas).

### The Purpose and Principles of Inclusion

The **purpose** of this policy is to:

- **Ensure** that all students, regardless of their learning differences, language background, socio-economic status, physical abilities, or emotional needs, have access to a high-quality education;
- **Promote** a whole-school approach to inclusive education, where diversity is valued as a resource for learning;
- **Define** the responsibilities of school staff in identifying and addressing barriers to learning;
- **Outline** the processes and practices that support the individual educational needs of students.

This policy applies to all students enrolled at Vilnius St. Kristoforo Progymnasium, including those participating in IB-aligned teaching and learning activities.

This policy is guided by the following core principles:

- **Equity and Access:** every student has the right to a meaningful and accessible learning experience;
- **Respect for Diversity:** all members of the school community are valued and respected for their unique identities, backgrounds, and abilities;
- **Collaboration:** inclusive education is a shared responsibility among school staff, students, parents/guardians, and external partners;
- **Responsiveness:** instruction, assessment, and support are adapted to meet individual student needs and learning profiles;
- **Empowerment:** students are encouraged to become active participants in their learning and self-advocacy.

To uphold these principles, Vilnius St. Kristoforo Progymnasium will do these steps:

- **Identification and Support system:**

- implement early identification procedures to assess students' academic, emotional, social, and physical needs;
- develop and maintain Individual Learning Plans (ILPs) for students requiring additional support.
- provide access to specialized services (e.g., special education, speech therapy, psychological counselling) as needed.
- **Instructional Strategies:**
  - utilize differentiated instruction to meet diverse learning styles and needs;
  - embed inclusive practices in all classrooms, such as Universal Design for Learning (UDL), scaffolding, and co-teaching models.
- **Assessment Adjustments:**
  - provide appropriate accommodations in internal and external assessments, in line with IB assessment access requirements and national regulations;
  - ensure that assessment reflects students' learning growth, not their limitations.
- **Professional Development:**
  - provide regular training for all staff on inclusive education practices, cultural competency, and working with students with special educational needs.
- **Family and Community Engagement:**
  - Engage parents/guardians as partners in planning and decision-making related to their child's education;
  - Communicate inclusion efforts and updates to the broader school community.

### **Education Support System**

Special educational needs are identified by the Pedagogical Psychological Service (PPT). Student can come to Vilnius st. Kristoforo Progymnasium and already have documents about student's special educational needs. Also teachers can come to school's Education support specialist and share about student difficulties. In that case, special pedagogy initiate procedure of learning needs assessment, prepare documents for PPT. Parents are responsible to take documents from the school and register the child to PPT for evaluation.

Based on the conclusions provided by the PPT, an Individual Learning Plan (ILP) should be created for the student, allowing them to work toward personal educational goals.

The subject teacher, in consultation with a special education teacher, prepares an adapted or individualized curriculum for each subject, according to the student's needs.

Students with various disabilities are provided with necessary support in the areas of communication, self-expression, cognition, learning, social, mental, and emotional development, among others.

A student may have special educational needs or other learning difficulties that are not assessed by the PPT but still require additional support, such as adapted tools or learning methods. In such cases, school specialists provide assistance and consult both students and their teachers.

Exceptionally gifted students may have their abilities assessed by the PPT or by qualified independent psychologists at the request of parents (guardians/caregivers). Depending on the circumstances, an Individual Learning Plan may be developed to help the student achieve personal goals. The ILP is prepared by the subject teachers.

Students returning from abroad receive educational support from school specialists. School staff provide consultations to parents on the curriculum, its adaptation, the organization of the learning process, and the rules of education. Each student has the right to receive additional Lithuanian language lessons and consultations from other subject teacher.

## **Responsibility for Inclusion**

All of us are responsible for successful inclusion process.

Responsibilities of **Student**:

- Take responsibility for their own learning;
- Seek help when it is needed;
- Participate in lessons and consultations.

Responsibilities of **Parents**:

- Discuss the child's progress with teachers and school specialists;
- Inform school staff about the child's special educational needs, the need for learning support, or any other factors that may affect learning.

Responsibilities of **Progymnasium**:

- Provide appropriate support to students with special educational needs;
- Adapt educational programs to meet the needs of students with special educational needs;
- Promote awareness and understanding of inclusive education and learning;
- Provide teachers and other school specialists with opportunities for professional development;
- Maintain confidentiality regarding the student and their family.

Responsibilities of **Teachers**:

- Adapt the content of the curriculum and teaching methods to meet students' special educational needs;
- Provide consultations;
- Monitor the individual progress of each student in the class;
- Inform parents about learning progress and difficulties in it.

Responsibilities of the **Educational Support Staff**:

- Special Education Teacher advise teachers on instructional strategies that can meet individual learning needs and support students, assist subject teachers in preparing individualized learning plans for students with special educational needs, allocate additional time for individual learning support for students with special educational needs;
- Social Pedagogues, Psychologist, Speech Therapist provide consultations to students as needed, assist teachers in addressing challenges to help ensure successful student adaptation in school;
- Student Assistant helps for student in the class or outside to reach learning progress according to student abilities
- Child Welfare Commission provide initial assessment and recommendations for students with special educational needs, provide guidance to teachers and parents (or legal guardians) on special education methods, lesson duration, technical tools, and the use of special learning resources, approve individualized learning plans for students with special educational needs or those who are exceptionally gifted.

## **Monitoring and Evaluation**

The Inclusion Policy will be reviewed every two years, or more frequently as needed.

The effectiveness of inclusion practices will be monitored through student achievement data and progress reports, stakeholder surveys and feedback, internal audits and external evaluations (e.g. IB Programme Evaluation).

**References:**

- Primary Years Programme: From principles into practice, 2015
- Programme Standards and Practices, International Baccalaureate Organization, 2014.
- Learning and Teaching, International Baccalaureate Organization, 2018.