

LEARNING DIVERSITY & INCLUSION *POLICY*

*Creating role models
for the future*



BISS GAUSEL
British International Schools of Stavanger



Vision and Mission Statements

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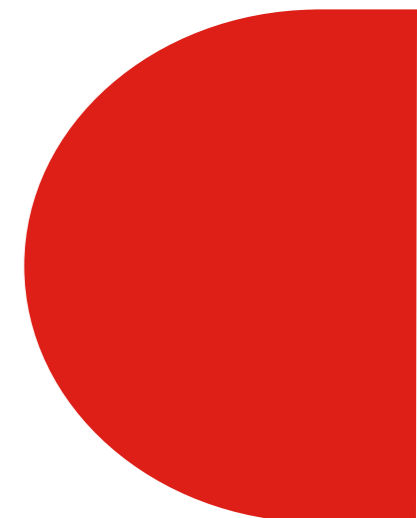


The BISS Gausel Learning Diversity and Inclusion Policy is designed to ensure that all students can thrive in an environment that recognizes and values their unique strengths and needs. By embedding inclusive practices into all aspects of school life, the policy supports the IB's mission to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world.

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



BISS Vision Statement

To empower the learning community to become role models who are forward-thinking visionaries and lifelong learners.

The BISS Mission Statement

At BISS we provide a purposeful and engaging curriculum and a culture that fosters innovation, resilience and continuous growth. We cultivate an environment that promotes empathy, compassion, collaboration, intercultural understanding and respect for one another.



Philosophy of Learning Diversity and Inclusion

At BISS Gausel, we value and respect all members of our learning community, ensuring equal access to all areas of the curriculum for every learner. Inclusion is fundamental to our ethos, and we are dedicated to fostering a learning environment where students of all abilities feel valued, respected, and empowered to succeed.

We strive to develop active and compassionate global citizens who understand, respect, and celebrate diversity. Recognizing that some students may require additional support, we are committed to investing in resources to implement programs that promote understanding, celebrate learning diversity, and uphold the rights and responsibilities outlined in our policy.

IB Learner Profile and International Mindedness

The BISS community values international mindedness as a way of creating a diverse and inclusive community in which all members thrive and are respected. We adhere to the rules and culture of our home community and use the Norwegian curriculum (LK20) as a guidance to teaching and learning about inclusivity in relation to culture, race, lifestyle, gender and sexuality, religion, democracy, learning difficulty or disability.

All members of the school community act in accordance with the IB learner profile attributes (below are some examples). We take action to promote inclusive practices.

Principled - We act with integrity and honesty, upholding a strong sense of fairness, justice, and respect for the dignity and rights of every individual, group, and community. We recognise and confront biases, inequities, and injustices, taking responsibility for our actions and their impact on others.

Open-Minded - We understand, appreciate, and celebrate the diversity of our own and others' cultures, identities, and personal histories. We actively seek to learn from the perspectives, values, and traditions of all individuals and communities. By demonstrating compassion and an unprejudiced attitude, we foster an inclusive environment that values diverse voices and lived experiences.

Caring - We show empathy, compassion, and respect for the diverse needs and feelings of others. We actively work to understand and support individuals who face barriers or marginalisation, committing ourselves to meaningful actions that improve the lives, well-being, and dignity of others, as well as the sustainability of our environment.

Balanced - We strive for intellectual, physical, emotional, and social balance to promote personal well-being and create inclusive, supportive spaces for others. We acknowledge the diverse ways individuals find balance and well-being and respect those differences as essential for equitable growth.

Knowledgeable - We embrace the opportunity to learn about diverse ethnicities, religions, cultures, identities, and beliefs, respecting the richness they bring to our shared humanity. We actively seek connections across differences, fostering understanding and belonging, and remain committed to lifelong learning about equity, inclusion, and justice.

Reflective - We critically examine our own biases, assumptions, and privileges to better understand how equity can look different for everyone. We value diverse perspectives and show empathy to others, ensuring that our reflections lead to inclusive and meaningful actions for social good.

Risk-Taker - We embrace challenges and uncertainties to advocate for inclusion and equity. We take courageous steps to address injustice and support marginalised individuals and communities, even when it feels uncomfortable. We learn from mistakes and continuously strive to make the world a more inclusive and compassionate place.

Communicator - We express ourselves clearly and respectfully, ensuring that our words and actions promote inclusion and understanding. We actively listen to and amplify underrepresented voices, fostering open dialogue that bridges differences. We adapt our communication to connect meaningfully with diverse audiences, showing empathy and respect for all perspectives.

Inquirer - We cultivate curiosity about the lived experiences, cultures, and identities of others. We ask thoughtful and respectful questions to deepen our understanding of diversity and equity. By exploring complex issues and seeking knowledge beyond our own perspective, we aim to create a more inclusive and just world.

Rights and Responsibilities

Below is an overview of the rights and responsibilities of various members of the learning community in regard to learning diversity and inclusion:

	Rights	Responsibilities
Students	<p>Students have the right to:</p> <ul style="list-style-type: none"> Feel safe, valued and respected in the school community regardless of their learning styles/abilities Access to a quality education and support services including outside agencies (information regarding these can be provided by SEND Coordinators) 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> Respect themselves, their peers and all members of the school community Actively engage in their own learning Demonstrate the attributes of the IB Learner Profile and positively contribute to the school environment Provide age-appropriate feedback and reflection on their learning and goals as well as their social and emotional growth Be active in providing input into their learning engagements Be independent and come to school ready to learn Communicate their needs to adults in school and proactively take responsibility for their learning process
Teachers	<p>Teachers have the right to:</p> <ul style="list-style-type: none"> A safe and supportive working environment with fair treatment Receive professional development opportunities 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> Create and maintain a safe and effective learning space and to help create an inclusive classroom environment Set meetings and communicate with any stakeholders regarding the student Communicate with support teacher about any updates and changes about the student Fill out required documentation from external agencies. Record observations where needed Familiarise and keep up to date with pastoral notes, stress management plans or classter notes Speak respectfully about students and their needs and keep a solution-centered mindset Collaborate with classroom teacher/s to best support student/s Attend meetings with the Kommune to update them about the student, if needed Ensure inclusive assessment practices such as those outlined in the school assessment policy
Parents	<p>Parents have the right to:</p> <ul style="list-style-type: none"> To be informed about their child's education To participate in the review of ISP's and have input into their child's learning goals To have their concerns addressed in a timely manner 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> Keep an open line of communication with teachers about any relevant information that pertains to a student's learning (health, wellbeing home situation) Support their child at home with recommended strategies and guidance made in conjunction with the school and external providers Ensure their child arrives at school ready to learn (ie: appropriate clothing for weather, nutritious food, school supplies) Understand that the school acts with the child's best interests, free of judgement
SENDCo	<p>SEND Coordinators (SENDCo) have the right to:</p> <ul style="list-style-type: none"> Lead the school effectively Allocate resources appropriately Make decisions that uphold the schools' values and mission 	<p>SEND Coordinators (SENDCo) have a responsibility to:</p> <ul style="list-style-type: none"> Keep staff updated with any updates from the IB about inclusion Provide educators with PD to support students with learning barriers Communicate with teachers and incoming staff about history/background of current and incoming children with barriers to learning Provide support to educators with observations, information, resources, strategies and emotional support Run and analyze assessments Knowledgeable about outside support agencies and to liaise with these to support students in the best way possible Keep informed of external learning opportunities for students with specific higher-level skills and interests

Individual Student Plans (ISPs)

- ISPs are designed with specific, measurable, and attainable targets, accompanied by a clear action plan, assigned action owner, and a review date (ideally within 10 weeks).
- All ISPs are shared with parents either in person or via email.
- ISPs are dynamic, working documents that may be adjusted as necessary to meet the student's evolving needs.

If a student does not meet the targets outlined in their ISP and does not make the expected progress as agreed by the SEND Coordinator, class teacher, and parents, an external provider may be contacted for further evaluation and support

SEND Coordinators

At BISS Gausel, two SEND Coordinators oversee the provision of support for students with special educational needs and disabilities in both the PYP and MYP departments. Their role is to ensure students are effectively included in the learning process and to provide staff with strategies or direct support in working with these students.

Staff members who have concerns about a student's learning, behaviour, speech, or well-being are required to contact the SEND Coordinator for their department. An internal referral form must be completed to detail the areas of concern. Parents must be informed of these concerns early in the process and involved collaboratively to share any strategies being used at home that may assist staff in addressing the student's needs.

Following a collaborative meeting between the relevant parties, the concern may lead to one of the following outcomes:

1. **Dismissal of the Concern** – No further action required.
2. **Monitoring** – The student's progress will be observed over time.
3. **Development of an Individual Student Plan (ISP)** – A tailored plan will be created.

School Nurse

The school nurse at BISS Gausel plays a vital role in supporting the health and well-being of students, parents/carers, and staff. The nurse is readily available to provide guidance, promote health awareness, and assist students in managing their own health and overcoming everyday challenges.

Additionally, the school nurse ensures that students experiencing difficulties receive appropriate support and works closely with their families when needed. In addition to this the school nurse gets involved in the following areas:

- **Health Support and Advice:** The school nurse offers advice, health consultations, and home visits to address students' health-related needs.
- **Early Intervention:** The school nurse prioritizes early intervention to ensure timely and effective support.
- **Team Collaboration:** The nurse is a key member of the school's support network and collaborates with pastoral staff and SEND teams, attending relevant meetings as required.
- **External Referrals:** When necessary, the nurse provides guidance to staff and parents/carers on external agencies or professionals that may offer further support.

Confidentiality and Information Sharing

The school nurse operates under strict confidentiality guidelines. Information shared by students will remain confidential unless it poses a risk to the student's safety or well-being. Information sharing with staff or external parties will generally require the consent of the parent/carer.

While the nurse is an integral member of the school team, information about a student will not be disclosed without proper consent from parents/carers, except in situations where there is an immediate risk to the student's safety.

By fulfilling these responsibilities, the school nurse ensures that students receive the necessary health support while fostering a collaborative and supportive school environment.

Appendix 1 PPT and External Providers

There are many external providers that both parents and school can use to ensure that student at BISS thrive in all aspects of life. Should a member of staff or parent want to refer a student or family to these services, speak to a member of the SEND team to find out how.

PPT (Pedagogisk-psykologisk tjeneste)

PPT follow up when a student is identified in needing extra help at school through observations, assessing and testing. They can give guidance to both school and parents in how to best support the student. They offer courses to professionals involved with children to help create the best environment for children with learning needs.

The PPT can help with the following needs: speech and language difficulties, concentration difficulties, social and emotional issues, behavioural issues, vision and hearing problems, general learning difficulties or subject specific difficulties, reading and writing difficulties, mathematical difficulties, students who are non-verbal, serious truancy or school refusal. (translated from [https:// www.stavanger.kommune.no/barnehage-og-skole/skole/elever-med-spesielle-behov/pedagogisk-psykologisk-tjeneste-ppt/](https://www.stavanger.kommune.no/barnehage-og-skole/skole/elever-med-spesielle-behov/pedagogisk-psykologisk-tjeneste-ppt/))

Parents/school should refer the student to the PPT department in which the student lives (kommune).

BUPA (Department of Child and Adolescent Mental Health Care)

BUPA offers specialist health care to children and young people who suffer from psychiatric illness, and also their families. The Department has the overall responsibility in the County for 24- hour care for children age 0-13, and adolescents age 13-18 in South Rogaland. We also have a family ward with two residential units. BUPA is also responsible for out-patient consultations for children and adolescents in the age group 0-18 years in South Rogaland. (from <https://helse-stavanger.no/seksjon-engelsk/seksjon-avdeling/Sider/Department-of-Child-and-Adolescent-Psychiatry.aspx>) Familiesenteret:

The Familiesenteret (family center)

The Familiesenteret (family center) is a program run by local 'helsestasjoner ' (healthcare programs). They provide a service for parents with children between the ages of 0-18 who want some guidance in their role as parents. This service is here to help children, young people and parents with any challenges they experience. (translated from <https://www.stavanger.kommune.no/helse-og-omsorg/helsestasjon/#helsestasjonens-familiesenter>)

Barnvern:

Barnevern (Child Welfare Service's) task is to provide children, adolescents and families with help and support when there is a difficult situation in the home or a child is in need of help from the Child Welfare Service for other reasons (for example behavioural problems or problems connected with drugs or alcohol).

Families who need help from the Child Welfare Service can telephone the kommune in which you live and arrange a meeting.

On attending the meeting, you will discuss the help and support your family needs with the Child Welfare Service.

The majority of those who receive help and support from the Child Welfare Service receive help in the home, so that the child/ children and parents can live together. We call this help an initiative, and it can for example be:

Guidance and advice for the family

Parent groups

- A support contact
- Financial support for a kindergarten place or places
- Financial support in connection with the day care facilities for school children arrangement (SFO/AKS)
- Financial support in connection with leisure time activities or other arrangements
- Relief at weekends/visiting homes (from https://www.bufdir.no/globalassets/global/nbbf/Barnevern/Barnevernet_Brosjyre_ENGELSK.pdf)

Parents/school should refer the student to the Child Welfare Services department in which the student lives (kommune). The BISS child protection policy outlines proper procedures to follow should any staff at BISS have a child protection concern regarding a student.

Appendix 2 Act on private schools entitled to state subsidies (Private Schools Act)

The Act on private schools entitled to state subsidies (Private Schools Act) states the following with regard to special educational needs and disabilities, and inclusion:

§ 3-4 b. Adapted training

The school must ensure that the education is adapted, meaning that students will receive a satisfactory benefit from the education regardless of their circumstances and that everyone will be able to utilise and develop their abilities.

Added by Act of 19 June 2009 No. 94 (entered into force on 25 June 2010 pursuant to Resolution of 25 June 2010 No. 982 for the first paragraph, entered into force on 1 August 2011 pursuant to Resolution of 19 June 2009 No. 675 for the second paragraph), amended by Acts of 8 June 2018 No. 27 (entered into force on 1 August 2018 pursuant to Resolution of 8 June 2018 No. 825), 9 June 2023 No. 30 (entered into force on 1 August 2024 pursuant to Resolution of 31 May 2024 No. 1028, former § 3-4a).

§ 3-4 d. Intensive training in grades 1-4

In grades 1 to 4, the school must ensure that students who are at risk of not making the expected progress in reading, writing or arithmetic receive appropriate intensive instruction quickly. If it is best for the student, the intensive instruction may be given as private instruction for a short period.

Added by Act of 8 June 2018 No. 27 (entered into force 1 August 2018 pursuant to resolution of 8 June 2018 No. 825), amended by Act of 9 June 2023 No. 30 (entered into force 1 August 2024 pursuant to resolution of 31 May 2024 No. 1028, previously § 3-4b).

§ 3-6. Individual adaptation

Students in private schools approved under this Act have the same right to individual adaptation as students in public schools. The rules in the Education Act §§ 11-4 to 11-11 apply correspondingly to private schools.

The home municipality or county of the pupil makes decisions on personal assistance, decisions on physical adaptation and technical aids and decisions on individually adapted education in accordance with the rules in the Education Act, sections 11-4 to 11-6, cf. section 11-7. The home municipality or county of the pupil shall cover the costs of individual adaptation in accordance with the rules in the Education Act, sections 11-4 to 11-6 in private schools on an equal footing with public schools. Decisions on covering the costs of individual adaptation are individual decisions. The calculation of funds for individually adapted education shall be related to the number of pupils with individually adapted education. In cases of doubt, the Ministry shall decide which municipality or county is responsible for the costs. The Ministry has corresponding responsibility for pupils at Norwegian schools abroad.

The Ministry may issue regulations on the implementation of the rules on individual adaptation.

The Ministry is the appeals body for appeals against municipal and county decisions regarding individual adaptation.

Amended by Act 26 Nov 2004 no. 74 (ikr. 1 Dec 2004, see law III), 29 June 2007 no. 92 (in accordance with 1 July 2007 according to res. 29 June 2007 no. 757), 22 June 2012 no. 53 (in force 1 Jan 2014 according to res. 22 June 2012 no. 582), 16 June 2017 no. 70 (with effect from 1 Aug 2017 according to res. 16 June 2017 no. 754), 10 June 2022 no. 39 (in force 15 June 2022 according to res. 10 June 2022 no. 997), 9 June 2023 no. 30 (in force 1 Aug 2024 according to res. 31 May 2024 no. 1028).

Section 3-6a. Cooperation and coordination

The school shall cooperate with other service providers if cooperation is necessary to provide the student with a comprehensive and coordinated service offering. If the student has an individual plan pursuant to other laws and regulations, the school shall participate in cooperation in the preparation and follow-up of measures and goals in the individual plan.

The municipality shall coordinate the service offer pursuant to the first paragraph. If necessary, the municipality shall determine which municipal service provider shall be responsible for coordination. If a children's coordinator has been appointed pursuant to the Health and Care Services Act, section 7-2 a, the coordinator shall ensure coordination of the service offer.

In addition to following up on individual students, the school must cooperate with other service providers so that the school and the other service providers can carry out their duties in accordance with law and regulations.

When necessary to fulfil the responsibilities under the first to third paragraphs, the cooperating services may process personal data, including personal data as referred to in Articles 9 and 10 of the General Data Protection Regulation.

By public servants here is meant municipal, county and state public servants, private public servants who perform tasks on behalf of such a public servant, kindergartens that receive subsidies pursuant to Section 19 of the Kindergarten Act and schools that receive state subsidies pursuant to Section 6-1 of the Private Schools Act.

Added by Act of 21 June 2013 No. 98 (in force 1 August 2013 pursuant to resolution 21 June 2013 No. 685), amended by Act of 11 June 2021 No. 78 as amended by Act of 10 June 2022 No. 39 (in force 1 August 2022 pursuant to resolution 20 May 2022 No. 871).

§ 3-11 a. Guidance on social and personal matters

The school must ensure that students receive the guidance they need about social and personal issues that may affect how they feel at school.

Students will receive guidance at the school they attend, and individually if they wish.

Added by Act of 9 June 2023 No. 30 (in force 1 August 2024 pursuant to res. 31 May 2024 No. 1028).

https://lovdata.no/dokument/NL/lov/2003-07-04-84/KAPITTEL_3#KAPITTEL_3



BISS GAUSEL
BRITISH
INTERNATIONAL
SCHOOLS
OF STAVANGER



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