



**Progressive
Primary
school 1**
Sofia



Inclusion Policy

in Primary Progressive School 1

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1. Mission and values of OPU1

Primary progressive school 1 aims to build free and responsible individuals, capable of independently determining the meaning of their lives, possessing knowledge and skills to realize them together.

The school creates a challenging educational environment that places the student at the center. The curriculum, developing integral knowledge, skills, attitudes, habits and a rich common culture open to the world, motivates students to be active explorers with a lifelong learning mindset. The stimulating educational environment offers a wide selection of material and non-material resources to encourage the child's discovery in the school and beyond.

PPS1 creates an open community with shared values and works with experts, organizations and institutions to implement policies and programs for quality and progressive education. It is a learning community that follows the natural development of the child, preserves his uniqueness and forms an environment and relations of equality and cooperation. It creates conditions for the social and emotional maturity of the person and his physical, mental and social well-being.

The school recognizes all students as capable and unique, having different educational and learning needs, abilities, profiles and aspirations. It offers a process of active learning in conditions of individual and mutual support for educational development through an appropriate pace and level for each child.

2. What the current policy is about: purpose, principles, strategies

The Inclusion and Inclusion Policy represents operational strategies, structures and processes for the school's inclusive education systems in line with its mission and values.

Goal: Creating an inclusive educational environment with the necessary support so that every student can fully participate in the school's programs, incl. IB PYP, and develop your full potential to achieve academic and personal success.

Principles:

- **Access** for all learners to be able to exercise their educational rights and have equal access to the IB curriculum, wherever it is implemented in the school
- Flexible and transparent funding and resource allocation mechanisms that support ongoing development and support all learners.
- **Equality in the provision of high - quality inclusive education**
 - Providing opportunities to all stakeholders and respecting principles for the diversity existing in the community;
 - A school where economic, social, cultural or personal circumstances do not become grounds for discrimination.
- **The student is at the center** of the educational process and takes responsibility for his learning
- **A unified curriculum framework** with flexible mechanisms for preparing, assessing and progressing each student according to their individual needs
- **Governance, in which clear roles and responsibilities** are defined for all participants (families, learners, teachers, administration) in the process relating to the provision and support of education
- Compliance with **national** education laws and the Inclusive Education Ordinance

Strategy for building an inclusive learning environment:

- Learners, teachers, parents and communities **work together** to support progress toward **shared goals** .
- **Early identification of each student's needs** , documentation and assessment, support plan and provision of resources
 - Provision of individual support through general or additional support provided by a purpose-built Personal Development Support Team (PDST)
- Development of **specialist services** to support all learners and to increase learning opportunities and progress
- Flexible mechanisms for **allocating resources** to all students, regardless of whether they have special needs

3. Development Program

- Preparation of a **development program** for:

- **Learners : A unified curriculum**

framework that is flexible enough to deliver appropriate opportunities for all learners, and an assessment framework that allows academic achievement and overall progress to be recognized and validated .

Assessment makes it possible to adapt curriculum and teaching approaches, to identify and overcome barriers to learning and to inform support decision-making.

A strategy to support all learners in the period of transition between the stages of education and support in the moments of adaptation at the start of the school year and the start of the second school term (The first 6 and 4 weeks, creating rules and agreements, setting educational goals and planning of learning); preparation for the transition from one educational stage to the next.

Ensure that education provision continues unhindered, particularly for learners who are potentially vulnerable to low achievement.

- **The teachers and the coordinator : Continuous**

process of professional training of teachers and coordinators , which includes initial training, induction and ongoing professional development . Acquiring competences of all teachers in relation to assessment and identification of needs, curriculum planning (universal design), inclusive pedagogy, participation in research activities and projects and the use of evidence. Teachers at all stages of education must be trained to respond to diverse needs of learners.

- **The team of support specialists** (resource teacher, psychologist, speech therapist):

The experience and resources of special teachers can support the establishment of a more inclusive system, ensuring quality support for learners who are potentially vulnerable to low achievement.

- **The school administration** is familiar with the principles and procedures for inclusive education and provides assistance to all participants in the system

- **The family:**

The involvement of the family in the educational process is crucial. Parents and

community members are involved in supporting inclusive school development and improving learner progress.

- Structures and processes to facilitate **collaboration and communication** between the school, parents and community members: regular parent meetings with school teams; feedback from incoming, intermediate and outgoing diagnostics; clear communication channels (Toddle; Gmail, NEISPUO)
- Mechanisms to collect information that provides feedback for further **improvements in the education system** and helps decision-making.
- Identification of "red flags" indicating the need to take urgent action in relation to learners who require **additional support** .

4. Policy participants, roles and responsibilities

- Learners, teachers, parents and communities work together to support progress towards shared goals, working together at all system levels;
- Stakeholders are aware of the level of autonomy and decision-making within their areas of responsibility.

Roles and Responsibilities of:

- **The school and the leadership**

The school creates a strategy to develop and support school leaders who work together with other professionals to build a school ethos focused on inclusion and equality, stable relationships, high expectations, proactive and preventive approaches, flexible organization and continuous support when learners are exposed at risk of failure and exclusion.

The school is committed to raising staff awareness of student needs and provides professional development and training for teachers to successfully implement and support diverse and inclusive learning.

Teachers

Teachers are careful mediators in the process of strengthening students' ability to value and take responsibility for their learning.

Conditions are provided for educators to design the educational process, including the necessary materials and resources, and to plan adequately according to the needs of each child.

When establishing the specific needs of a student, they provide an inclusive educational environment by taking into account individual differences (abilities, interests) and differentiating the teaching approach, methods and tools.

They treat all students equally and provide equal opportunities for learning and success.

The coordinators

The coordinators organize the educational process and monitor compliance with the Normative Provisions of the Bulgarian Ministry of Education and Science, Ordinance on Inclusive Education and internal school rules and policies: Policy for Admission

to OPU1, Policy on Inclusive Education, Policy on Positive Behavior, Policy on Evaluation, etc. .

Pedagogical coordinators are responsible for the connection between all participants in the system (parents, students, teachers and specialists) to ensure an adequate and effective flow of information. They work in collaboration with teachers to support learners with special needs and to develop an individual learning plan (if necessary), adapting learning and assessment requirements to the IB standards at primary stage and the national standards at lower secondary.

The specialists

A resource teacher, psychologist and speech therapist work to overcome the student's educational difficulties by collecting information and documentation and assessing identified specific needs. In a team with the class teacher, the subject teachers, the coordinator and the student's family prepare an individual support plan for the student. They conduct field-specific activities with the learner and monitor their academic progress.

The parents

The family is an essential factor in the education of their children and actively participates in school life.

Parents know their child's rights under the Inclusion Policy and have access to information.

They are required to inform the school and teachers in advance of their children's specific needs and provide supporting documentation where necessary.

Parents are included as partners in the process of their child's educational development and receive and accept advice and support from the school and specialists.

The students

Students are at the center of the educational process and are active participants who take responsibility and regulate their own learning.

The school has built a learning and teaching environment where the voice of learners is heard and their rights are realized through personalized approaches to learning and support.

Students are listened to and empowered to influence their own lives.

Learners become co-creators with teachers in the teaching and learning process.

5. Procedures and mechanisms

Procedures for providing individual (general or additional according to the Inclusive Education Ordinance) support are activated in established cases of the need for special care in the educational process:

- students whose mother tongue is not Bulgarian

- students with learning difficulties in learning learning material and coping with educational tasks
- students with physical disabilities or limitations
- students with psycho-social challenges and specific behavioral manifestations
- gifted students

❖ Procedures for establishing specific needs of students

1. Collection of documentation:
 - Parents are obliged to inform in advance when entering school about the specific needs of students and, if necessary, provide supporting documentation
2. Identification of needs:
 - In the process of work, teachers identify the individual needs of the student
 - Specialists at the school carry out tests and assessment of individual needs
 - If necessary, an external examination can be carried out
3. Forming a team to assess individual needs
 - The support team consists of a class teacher, subject teachers, PYP coordinator in the primary stage, specialists (Special Ed teacher, psychologist and speech therapist) and family
4. Preparation of an individual plan and program to support the needs with the setting of student-specific goals and activities to overcome educational barriers
5. Providing support from teachers and specialists for a certain period of time through activities aligned with the set goals
6. Adaptation of teaching and diagnostic and assessment materials; opportunity to appear for exams under reduced conditions with the provision of the necessary reasonable facilities
7. Track progress through regular team meetings and evaluate the results of the support plan
8. Re-evaluation and new goal-setting, planning and support are done if necessary

The technical details of the implementation of the procedures and mechanisms correspond to the normative regulations of the Bulgarian educational legislation, the Ordinance on Inclusive Education and are carried out in sync with the internal school policies for Admission Policy in OPU1, Positive Behavior Policy, Evaluation Policy, etc.

6. Revising and updating the policy

The policy is reviewed once every 2 academic years. An update of the policy is also permissible in cases where other policies of the school or national documents regulating inclusive education are updated.