



SCUOLA
RUDOLF STEINER
DI LUGANO ORIGLIO



Scuola Rudolf Steiner di Origlio

Inclusion Policy

Last review: January 12 2025

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1. Definition of Inclusion and Rudolf Steiner School Principles

According to IBO “*Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving*”.

The “Scuola Rudolf Steiner di Origlio” believes that each student is entitled to an education that is most appropriate to his ability and best suited to his individual strengths and needs. Diversity is recognized as a fact, a right and a source of enrichment.

The “Scuola Rudolf Steiner di Origlio” takes care of students with special needs since the early age, starting individual support that involve a teaching assistant both within the classroom and, if necessary, as individual support.

2. IB’s principles of an inclusive education

Following an abstract of principles taken from *Learning diversity and inclusion in IB programmes* (IBO, 2020).

The IB supports the following principles of an inclusive education where:

- **education for all** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**



- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include ***all* members of a community**
- *all* students experience **success** as a key component of learning.

3. Purpose of the policy

This policy will state the concept of inclusion according to IBO requirements, identify the fields of intervention for students who require learning support, the strategies to maintain an inclusive environment and the available support opportunity. This policy defines the documents and deadlines shared between families and IB coordinator.

4. Principles of teaching for learning diversity

The four principles of good practice in the IB learning cycle are

*An **affirmative model** of identity ensures that all students are visible and valued. It is a model where all learners recognize that it is possible to make a difference in their own lives and society. “(Learning diversity and inclusion in IB programmes, pag. 11)*

Value prior knowledge Prior knowledge are assessed at every step to verify the effectiveness of teaching and to analyze errors and misunderstandings

Scaffolding involves developing student independence. Students are helped to develop a personal method of studying, lessons are supported by different teaching techniques such as demonstrations, experiential learning, visual aids, templates and graphic organizers, small collaborative groups, use of simple and clear language.

Extending learning involves the IB's six approaches to teaching and five approaches to learning with particular focus on “learning how to learn” and paying attention to the context and the needs of the students. As well is crucial to create an optimal learning environment.



Strategies to maintain inclusive environment

The first step to promote inclusion is to remove the barriers and obstacles that could exist in the different contexts.

- **School organization:** inclusion is aligned with the school's mission and the administration, the teachers and the staff are involved in promoting access and participation, lessons and timetable are designed in order to meet a balanced daily routine
- **Relationships among the community:** all the members of the school (students, teachers, parents) are encouraged to feel as member of a community, sharing responsibilities and decisions. Affirming identity and empowering personal freedom is a main task for the Waldorf pedagogy and philosophy.
- **Students with special needs** have a right to special schooling and support from specialists in early childhood special needs education, scholastic special needs education with a curative pedagogy.

The “Scuola Rudolf Steiner di Origlio” takes care of Special Educational Needs and Disability (SEND) in order to ensure an equivalent educational course.

The legal framework is the “Legge sulla pedagogia speciale” (15th December 2011).

5. Required and Internal documentation

5.1 Required documentation

Special education needs must be certified by latest psychological/psycho-educational/medical reports. These documents must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licenses or by public health care organization or equated.

The **deadline** for the submission of the documents is the end of the first quarter of the DP 1 year. This is an internal deadline to allow the sharing of documents with the IB commission and application of any compensatory means given already from the DP1. Documents should be provided in English.

Upon receiving the certifications, IB teachers will apply what is stipulated by them on a temporary basis. Upon receipt of the IB committee's evaluation, the compensatory measures granted will be applied.

5.2 Internal documentation



Data relating to the academic achievement of all students will be organized in an assessment database.

Teachers will have access to this database, and it will be used to track student progress and make educational decisions. Documentation of services received will be provided for students with SEN.

Progress will be reported at least three times per year. Electronic progress reports will be maintained in student files.

6. Roles and responsibilities

The **IBDP coordinator** is responsible for:

- overview that compensatory means are in place.
- Inform the families about IB policies and programme

Teachers are responsible for

- making themselves aware of the IB policy and the procedures for supporting students with special educational needs;
- giving feedback to parents/carers of students with special educational needs.

Parents are responsible for

- Parents will play an active role in their child's education.
- Parents will share with the school as soon as possible all relevant inclusion documentation and relative updates.

Students are responsible for

- Students will be proactive in asking for assistance
- Students will be an active participant in classes and meetings.
- Students will follow all Origlio Steiner School IB policies and procedures.



7. Compensative means in the IB Diploma Programme

Compensative means are accommodations or adjustments designed to remove barriers to learning, enabling all students to achieve their potential. These measures maintain the integrity of IB assessments while supporting individual needs.

Examples of compensative means include:

- **Access to additional time:** Allowing additional time for exams or assignments.
- **Access to writing/reading/listening comprehension:** Permitting tools like word processors or text-to-speech software.
- **Rest breaks:** Providing pauses during extended assessment periods.
- **Modified papers/formats:** Offering enlarged text, braille, or audio versions of materials.
- **Scribes or readers:** Facilitating students who require assistance in writing or reading.

These compensations are implemented based on documented evidence of need and align with IB guidelines. The goal is to empower students to demonstrate their abilities without disadvantage while fostering a fair and inclusive educational environment.

8. Conclusion

The school is committed to maintaining an inclusive environment in a model where all learners recognize that it is possible to make a difference in their own lives and in society. The school promotes a model in which learners, teachers and parents play a central role and take responsibility for developing an effective method that help students with SEND to achieve their best.



References

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- Schweizerische Konferenz der kantonalen Erziehungsdirektoren (EDK): Sonderpädagogik.
- Stiftung Schweizer Zentrum für Heil- und Sonderpädagogik (SZH): Schule und Integration.
- SZH: Internationales, nationales und kantonales Recht.