



Salem

Schule Schloss Salem
International Baccalaureate Diploma Programme

Inclusion Policy

Valid from September 2019



I. Our Policy

Schule Schloss Salem is a German secondary boarding school on Lake Constance with a multinational orientation. It guides students from over 40 nations to one of two possible diplomas, the German Abitur or the International Baccalaureate.

Schule Schloss Salem draws from the rich Christian-humanist tradition of Europe. In the spirit of its founder, Kurt Hahn, it aims to educate young people into personalities that are able and prepared to take on responsibility for themselves and others.

At Salem, we live diversity. Our pedagogical aim is to give comprehensive support to all members of our diverse school community in order to develop young people who know and live their potential. This entails knowing oneself as much as knowing and respecting one's neighbour. Moreover, while not a religious foundation, the school was given the Parable of the Good Samaritan as its motto because it captures the core value its founders aimed to teach: responsibility for the well-being of thy neighbour. This can only be achieved if diversity is perceived and cherished. Thus, we thrive on difference, are proud of the overall diversity our student community represents, and are committed to catering for the needs of 'being different' when necessary and possible.

Our pedagogical approach is not only based on the school vision, but on the concept of freedoms and rights expressed in the UN Human Rights Charter and the Basic Law of Germany, and within it the state of Baden-Württemberg. This means that on the one hand we protect the freedom of thought and speech of every member of the school community, however in balance with mutual respect as this community derives from a range of different cultural and religious contexts and value systems. In particular, we are conscious of the vulnerability of our students as they develop all aspects their identities and personalities, aim to offer an environment in which to explore different orientations – political, religious or sexual - and have reflected and respectful discourse about different views.

Our spectrum of needs, as in any school community, ranges from physical and organizational requirements through procedures for coping with behavioural and psychological afflictions and different specialized kinds of learning support to providing extra challenge and opportunity for rapidly advancing or specially gifted students.



The community also needs to provide an environment that accepts diversity. The guiding pedagogical principle is that students support and learn from each other in all configurations – there is neither privilege nor exemption nor limitation attached to whatsoever need.

The one criterion when deciding whether to admit a student with special needs is whether we can realistically provide for a student's needs so that their time at Salem, which is a challenging environment in many different ways, is an experience of positive growth. To establish this our admission teams are best placed. The admissions procedure involves meetings, assessment, exchange of documentation as well as 'taster stays' at the school and is the beginning of an open, transparent collaboration between school and family in the interest of the student.

See also our **Admission Policy**, our **Language Policy** and our **Child Protection Policy**



II. Our Practice

Basic premises

The school is accredited as a school with special sensitivity for students with chronic afflictions (*Schule mit besonderer Achtsamkeit für chronisch kranke Kinder*) by the Ministry of Education of the State of Baden-Württemberg. This entails the presence of both knowledge and structures needed to offer support.

The school has an internal network of support in place (see organigram) and also works with external providers. In the Middle School support is coordinated by a central Academic Support Coordinator putting supportive and accommodating measures in place. She also liaises between the student and their family on the one hand and teachers, mentors, counsellors and coaches on the other to create an individual plan on a case-to-case basis.

The school aims to help as much as possible offering accommodation without compromising the academic standards of the programmes it offers.

Structures and staff

- The key point of reference in all matters concerning a student is his or her mentor (Lower and Middle School) or house tutor (Upper School) – thus also in all pastoral matters and any aspects of inclusion
- School counsellors: both Lower/Middle School and Upper School provide freely accessible counselling with two psychotherapeutically trained counsellors offering almost daily consultation hours and special workshops.
- Both Lower/Middle School and Upper School have a dedicated school doctor offering daily consultation.
- The Lower/Middle School has a team of three nurses staffing a dedicated hospital wing round the clock and offering all related medical services.
- The Upper School has a nurse available every morning both in the hospital wing and subsequently visiting students on their wings, in direct liaison with their mentors and the school doctor.
- The school is enjoying a long-standing cooperation with a local learning support provider offering both diagnosis and continuous support for a range of learning afflictions in both German and English. A small team



from this provider, the *Lernpraxis Überlingen*, is providing on-site support for one day a week in the Lower/Middle School.

- Amongst the faculty there are staff with special training concerning dyslexia, dyscalculia, autism, ADHD, and there are staff equipped to work with exceptionally gifted students, supporting university projects and advanced scholarship schemes.
- Inclusiveness and differentiation are an aspect of our in-house professional development days; a special focus on learning to meet the needs of specific populations may be developed
- Resources are made available for specific aspects of inclusion, such as staff guidance of student project groups.

Criteria and frameworks within which we work

The academic systems the school offers, the German national system and the IB Diploma Programme, offer degrees of accommodation. Key points of reference:

- For the IB: IB Inclusion Policy, the Inclusive Assessment Arrangements, Adverse Circumstances and Support Teams
- For the German national system/Abitur: *Nachteilsausgleich-Richtlinien Baden-Württemberg*¹, public scholarship schemes

Range of possible measures

These include:

- assessment / re-assessment by in-house and outside specialists
- detailed handovers as the student passes from lower school up to sixth form
- individualized information regarding chronic afflictions (prepared by the Academic Support Coordinator in the Lower/Middle School, the systems coordinators in the Upper School)
- provision or the organization of provision of individual and group coaching for different language needs and learning difficulties

¹ Verwaltungsvorschrift „Kinder und Jugendliche mit besonderem Förderbedarf“ vom 1. Juli 2013, Fachbesprechung der LRS-AnsprechpartnerInnen an Realschulen und Gymnasien, ed. Udo Ebert, Dr Judith Leinweber, Dr Matthias Thies; Kultusministerium Baden-Württemberg, Regierungspräsidium Karlsruhe, on: https://rp.baden-wuerttemberg.de/rpk/Abt7/Ref75/Documents/Deutsch/de_lrs_vv.pdf



- provision or the organization of provision of individual subject coaching for short periods of time
- mentoring/coaching for organizational and psychological needs
- set procedures for the most common afflictions
- confidential counselling opportunities
- discussion in the school and fostering of theme-related project groups, such as LGBTTIQ* acceptance
- academic programmes for rapidly advancing students up to studying at Konstanz University parallel to school
- organizational provision to enable pursuit of a special ability (e.g. competition level sport or music) while completing school
- processing of special examination access requirements and accommodation for the two academic systems we teach (Abitur and IB)
- career counselling enabling optimal transition to the next stage, including alternatives to sixth form education

All supportive measures are offered in good faith on the medical or other documentation provided (which must correspond to the standards of the respective programme) and are based on trust and transparency between students' families and the school.

Next updating of this Policy:

Reading and commenting by the Executive, the Director of Studies Team, the Head of Boarding, the Heads of Department, the teaching faculty during the 2020 summer term planning session followed by updating for September 2020