

Schule Schloss Salem

Session 24/25

Inclusion Policy

Preamble

At Salem, we value the diversity of our community. We are committed to supporting the different needs of the members of our community as far as possible.

Our pedagogical approach is based on the school founders' vision of developing in our students the sense of responsibility for one's neighbour.

At the school's foundation after WWI Kurt Hahn chose the Parable of the Good Samaritan as its motto to express the expectation that Salemers recognize, respect and support their neighbour in any context. The values, freedoms and rights enshrined in the UN Human Rights Charter and the Basic Law of Germany, both formulated after WWII, form the broader framework of this approach.

Our staff and students come from a range of different cultural and religious contexts and value systems. We therefore protect the freedom of thought and speech of every member of the school community in balance with mutual respect.

In particular, we are conscious of our responsibility for our students as they develop all aspects of their identities and personalities.

Our Policy

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 our 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.

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.

Any specific needs of a student might emerge during their time at Salem or be brought to the application and admission process. Establishing what can realistically be provided as well as possible mid- and long-term pathways are developed in a process of consultation and discussion involving teachers, counsellors and family, with the student's voice at the centre. The aim and core criterion must be that their time at Salem, which is a challenging environment in many different ways, is an experience of positive growth. At the admissions stage, the procedure therefore 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.

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.

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

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 Schülerinnen und Schüler*) 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 is accredited as implementing a healthy nutrition and physical exercise approach. (*in form – Deutschlands Initiative für gesunde Ernährung und mehr Bewegung; Schule + Essen = Note 1 by the Federal Ministry of Nutrition and Agriculture*). The catering teams at the different campuses furthermore provide for specific students needs on an individual and personal basis.

The school is accredited as a school actively fighting against all forms of racism (*Schule ohne Rassismus*).

The school has an internal network of support in place 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: each campus provides counselling offering both consultation hours and special workshops.
- Both Lower/Middle School and Upper School have a dedicated school doctor offering daily consultation.
- Both Lower/Middle School and Upper School have nursing teams staffing a dedicated hospital wing and offering all related medical services.

- A comprehensive programme of Health and Well-Being awareness training is implemented in the Middle School Years, equipped with dedicated resources of staffing, training and time.
- A series of workshops covering themes such as Consent, Digital Citizenship, Addictive Substances and Stress Management – amongst others - is a key element of our induction to the Upper School, encompassing two whole school days.
- The school is enjoying a long-standing cooperation with local learning support providers and child/youth psychology practices offering both diagnosis and continuous support for a range of learning afflictions in both German and English.
- Inclusiveness and differentiation are an aspect of our in-house professional development days and through the school year.
- Resources are made available for specific aspects of inclusion, such as staff guidance of student project groups, one example being the student-led, staff-supervised Peer Counselling Team at the College.
- The school can implement specific structural hardware support on a case-to-case basis. Examples include enhancement loops for a student with a cochlear implant being fitted to classrooms, or an AvatarBot to retain a connection to in-class learning in cases of prolonged illness or treatment.

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 consisting both of written notes on each students passed from one responsible coordinator to the

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_IRs_vv.pdf

- other and of an actual handover meeting including the academic and boarding directors and giving and receiving coordinators for both German and international systems
- individualized information regarding chronic afflictions (prepared by the Academic Support Coordinator in the Lower/Middle School, and 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
 - 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 and more diverse pathways in the tertiary phase
 - An area of continuous development is to match staff training to the changing needs of our students

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. Successful student support is the outcome of committed team work.

Policy to be updated annually by the Executive, the Director of Studies Team, the Heads of Boarding, the Subject Team Leaders, the teaching faculty for the subsequent session.