



# Nymphenburger Gymnasium Inclusion Policy



## **1. General aspects**

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 achieved in a culture of collaboration, mutual respect, support and problem solving.

Nymphenburger School's mission statement includes the confiding atmosphere through which all persons learning and working at our schools receive high approval and feel comfortable. In this context we appreciate the differences between individuals and explicitly include persons with special needs.

Furthermore, Nymphenburger Gymnasium is an officially recognised secondary private school in Bavaria and therefore follows the policy for special educational needs and inclusion as prescribed by the Ministry of Education. Inclusion means a comprehensive and unrestricted participation of all individuals in social life. The aim is the active participation of all persons with special needs in all aspects of society including education.

Our school community is committed to non-violent cooperation and peaceful conflict resolution. This is also written down in our school rules and is lived out on a daily basis.

Relationship work and care are one of our focal points in everyday school life. "We have time for our students" is part of our mission statement. Staff and students show a great sense of belonging to our school.

The personal development of each student is perceived in its diverse form of expression. We aim to develop his/her individual talents. Therefore, we put a lot of effort into accompanying our students with a holistic approach.

We do not leave students who face special challenges alone. With empathy, expertise and a lot of time, we take care of their needs and look for the best possible approaches to a successful integration.

## **2. Concepts of inclusion**

### **2.1. Support programmes**

Our support programmes are designed to enhance social skills, learn adaptive coping strategies, achieve self-efficacy, self-awareness and awareness of others, self-regulation, and non-violent communication. Our modules: ALF, media education, sex education, addiction and violence prevention, class councils.

In addition, so-called learning offices are held on Friday afternoons for all grades in various subjects. They are supervised by subject teachers who oversee the students' work assignments/homework and support them in their work. The learning offices serve to provide individual support if, for example, a change of school or longer illness or in the aftermath of the Corona pandemic, the need for additional support arises.

Students with a partial performance disorder (e.g. dyslexia) have the opportunity to attend learning therapy in individual or group form during the school day. In addition, the expertise of our social pedagogical team, the counseling teacher team and the school psychology team is available at any time.

## **2.2. Differentiation in the learning studios**

In grade 5, the preparation for independent learning begins with the introduction of the so-called individual learning time (*ILZ*). In these lessons, methods are taught that help the pupils to organise themselves and their learning behaviour independently. In grade 6, the learning studio is introduced (two double lessons). Here, a class is divided into two groups that work in different rooms with the support of a mentor. In addition, there is also a subject teacher in an extra room per lesson who works with individual pupils. This offers the possibility of individual differentiation, as the students work independently on different assignments (depending on their level) and can get support as needed.

## **2.3. Compensation for disadvantages in examinations**

In examinations, there are many different variants to compensate any disadvantage. The classic compensation for disadvantages due to a reading and spelling disorder consists of a graduated time allowance and the non-assessment of reading aloud and of reading and spelling mistakes. In addition, there are various other ways which are agreed on individually with the Ministry of Education and the School Management, e.g. general waiving of performance assessments for a certain period of time or oral presentations and examinations only in the presence of the teacher without fellow pupils. These compensations for disadvantages are always adapted to the individual situation of the person seeking advice and are always worked out together with him/her and the responsible child-adolescent psychiatrist and then passed on to the Ministry of Education.

## **2.4. Our educational and socio-pedagogical work**

We have an extensive and diverse Social Pedagogy Department. 14 social pedagogues support work in daily school life. Additional training, such as in experiential education, educational mediation, theatre and play pedagogy, ceramics, wood sculpting, systemic family therapy, anti-bullying and health coaching, democracy training and much more enrich school life. Regular further training expands both the knowledge and the scope of action of the teachers.

The school actively works against bullying. Our aim is to develop an understanding of similarities and differences between people. Interaction with each other is based on mutual respect. If bullying is suspected, we act gently but firmly.

To cope with challenging situations, all pedagogical staff uses support services such as supervision, coaching, counselling.

A permanent team of teachers, social pedagogues, school psychologists and a representative from the school management accompany a class continuously for two years. Here, among other aspects, the focus is on certain milestones within the class. In addition, this enables a loving and demanding support for individual pupils and their families. Cooperation with external support services, such as doctors or therapists, is also offered if necessary.

Furthermore, in individual and group discussions, the children and young people are asked what support they may need. The child's perspective is taken seriously, respected and included in the pedagogical work.

Regarding the fostering of creativity, all our students are involved in literature, art, handicrafts, music, dance, theatre and they become creative themselves. Our offers include workshops, inclinations, study groups, talent time, open workshops and versatile leisure time areas (cf. our half-yearly "Inclination Booklet"). Most of these activities are organised across classes.

Activities that go beyond formal learning include offerings, such as the provision of extensive play materials for breaks and 14 open recreational rooms with a wide variety of focuses, each supervised by specialised pedagogical staff.

We also make use of out-of-school places of learning. Our offers include school camps (5th grades), ski camps (6th grades), activity week (7th grades), experiential education and nature education (8th grades), social and work placement (9th grades), learning week, project week as well as study and exchange trips and numerous excursions.

## **2.5. Social commitment**

Our pupils learn social commitment, e.g. with our bridge class of Ukrainian pupils, in social class projects, e.g. with the foundation "Atemlos" (Breathless), the Christmas Bazaar, through involvement in school committees such as the SMV (student council), the school medics, the arbiters of disputes, as class representatives, in "Jugend forscht" (Youth Research). In this way, our students learn to understand and live global citizenship. The school is on its way to becoming a model for democratic coexistence.

## **2.6. Animal-assisted pedagogy**

With our animal-assisted pedagogy, we integrate the living environment into everyday school life. Goals include the understanding of social processes, the fostering and developing of empathy, joy and love for our fellow creatures. For 14 years we have had our own school dog, who enriches school life in many ways, a terrarium with geckos, we organise llama walks and work together with the Munich animal shelter.

## **2.7. Spatial inclusion**

Elevators are available in all our school buildings. Pupils with limited mobility are given an elevator key and are allowed to take an accompanying person with them. All floors are designed to be largely free of thresholds, so that a wheelchair user can move around unhindered. Pupils whose locomotion is slowed down due to motor impairments are given the opportunity to move through the school building, e.g. with a scooter.

## **2.8. School canteen**

Our school's own canteen consists of a very dedicated kitchen team with its own chef. Fresh ingredients are purchased and freshly cooked every day. The chef pays attention to a balanced diet. There is always a vegetarian dish and even one meat-free day per week. Special consideration is given to people with food intolerances and who are provided with an extra dish (e.g. gluten-free, etc).

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