



Inclusion Policy

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Introduction

Both the Austrian curriculum and the IBO state that difference and diversity are valuable resources within the school community and central to school life. Accordingly, Salzburg International School (SALIS) ensures that progressive measures are taken to successfully integrate students with special needs into all facets of academic and social life. Furthermore, SALIS fully embraces the goal of honouring differences amongst the student body, faculty, and staff as the cornerstone to which a rich school environment is built. SALIS creates a stimulating environment to meet students' diverse needs, furthering individual talents and assisting students in all kinds of situations. SALIS offers a variety of services, courses and specially trained faculty to support individual learning abilities and to address prejudice and stereotypes in ways that allow students to develop a healthy and lasting global ethos.

The purpose of this policy is

- To ensure that all students are provided equal access to the IBO curriculum and opportunities for academic rigor.
- To emphasise that all students and staff are encouraged to embody the IBO Learner Profile including supporting students as risk-takers, fostering compassion, and communicating effectively.
- To create a curriculum that is creative and differentiated to support all our students in reaching their unique potential. Differentiation refers to any modification to instruction or assessment to meet individual needs.
- To communicate the responsibilities of all stakeholders in the success of students with special needs. Stakeholders refer to anyone with a vested interest in the success of that student such as a parent, guardian, form tutor, subject tutor, counsellor, administrator, Deans of Student Affairs, IB coordinator, and of course the student themselves.

Multiculturalism at SALIS

SALIS is the International Programme at BG Zaunergasse, a well-established Austrian State school. In total, approximately 700 students attend BG Zaunergasse. At the moment, in 2025, 360 out of these 700 students are SALIS students in our international programme. In the SALIS *Unterstufe*, ages 10 to 14, years 1 to 4, the percentage of international students is on average 40% out of approximately 175 SALIS students, whereas in the *Oberstufe*, ages 14-18, years 5 to 8, the percentage of international students rises to 50%. SALIS currently accommodates students of around 55 different nationalities. As of 2025, about 50% of the students speak German as a first language, 30% speak English as a first language. Other first languages include amongst many others are Afrikaans, Chinese, Finnish, French, Hungarian, Italian, Korean, Indonesian, Mongolian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish, and Ukrainian.

SALIS recognises that *third culture children* arrive in Salzburg with a variety of concerns and experiences, and that they, along with their families, need support and guidance throughout their years within the school community. To that end, SALIS offers a variety of support and trainings for students, faculty, and family in cultural competence:

- **The Orientation Team** made up of faculty and students meets with new students in each grade level to introduce the school policies and practices, schedules, classes, and the systems in place for student achievement. A SALIS handbook has been created to facilitate this task.

- **The SALIS Deans of Student Affairs** offer essential support, resources, and open communication to address students' academic, social, and emotional needs. In addition, they advocate for both students and parents, working to build a collaborative partnership that fosters the overall success and well-being of students.
- **Youth Coaching:** Advisors work with students individually to assess student strengths and weaknesses, creating solutions to advance their personal goals.
- **The Buddy Project:** *Oberstufe*, years 5 to 6, students of BG Zaunergasse and SALIS, support newcomers and *Unterstufe*, years 1 to 4, students.
- **Peer Mediation Project:** Students receive education that enables them to settle disputes and help with conflicts.
- **The 'No Blame Approach'** is used to help students settle disputes and help with conflicts.
- **Partnership with Salzburg Global Seminar** offers staff development in current educational research and data, social-emotional pedagogical approaches, and methodologies for navigating cultural competence.
- **Ongoing staff development** that reinforces a commitment to International-Mindedness, allows for teaching through inquiry, and encourages personal reflection for all stakeholders.
- All teachers receive **IBO training** to promote understanding of the IBO philosophy, the school's IBO policies, and components of the IB programmes.

Academic Needs

Special Education Needs (SEN) refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognise the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as the gifted and talented. Students are advised upon programme entry of the rigorous programme requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary. All SALIS students have access to the following support and opportunities:

- **Individual Learning Assistance:** Trained faculty assist students in understanding their personal organisational and time management needs, developing strategies for success.
- **Better Together:** *Oberstufe* students offer tutoring services to younger students. The Deans of Student Affairs help connect the students in need of tutoring with qualified peers in the tutoring programme.
- **ARC—Academic Remedial Coaching:** SALIS faculty assistants offer free afternoon tutoring in each discipline.
- **Remediation:** Semester-long programme for students needing to compensate for Austrian State expectations, usually in language or mathematics skills.
- **"Studienchecker":** Career and university admissions courses and counselling.
- **"Talentecheck"** -- cooperation with WKS (Salzburg Chamber of Commerce): Testing designed to help students and families make educational decisions based on personality, personal interests, technical competencies, and intellectual aptitude.
- All teachers utilise a variety of formative assessments to determine individual student needs and abilities and to tailor subsequent instruction.
 - Classroom support for all students with special education needs and abilities may include curriculum modification, enrichment activities, classroom accommodations, multisensory activities, assistive technology and tools, small-group instruction, or one-on-one support, depending on what all stakeholders agree upon.
- Whenever possible, teachers develop summative assessments that are differentiated to provide necessary modification, challenges, and student choice.

- Students who have been identified with special education needs and abilities will meet with the IB coordinator and the Deans of Student Affairs to ensure that their accommodations can also be provided on any IBO internal or external assessments. This is also true for regulating the Austrian Matura (“Österreichische Reifeprüfungsverordnung”).
- SALIS makes plans for weekly staff development (PD – Professional Development Meetings) and will include in that plan, time for horizontal and vertical collaboration on curriculum, assessment, student learning and plans for differentiation.

Gifted students are offered the following programmes:

- **“Drehtürmodell”:** Revolving door acceleration opportunities for students to attend upper year classes in subjects of their choice.
- **Joint Enrollment:** In cooperation with the “özbF”, students from the 6th year onwards are offered the opportunity to take university courses.
- **The Talent Promotion Courses:** Based on the ALM (Autonomous Learner Model) by George Betts, courses are offered to the 2nd year through to the 6th year students. Two courses per school year allow students to use a variety of skills in project-based learning.
- **“Pluskurse”:** A wide choice of courses offered through the Salzburg Education Authority, including science, arts, economy and social affairs, languages and culture.
- **SALIS Plus Courses:** Additional courses are on offer for all BG Zaunergasse students, provided and organised by SALIS. Participation is fee-based.

Physical and Psychological Needs

The Austrian law requires public buildings to be fully accessible to everyone, and each student has a right to instruction and testing environments that are fair and equal. The following list provides an overview of how physical and psychological needs are met at SALIS: <https://www.bgzaunergasse.at/wp-content/uploads/2025/06/Psychosoziales-Angebot.pdf>

- Projected remodel of the school: SALIS is already part of the school redevelopment plan – “Schulentwicklungsplan”, SCHEP to create a safer and more accessible infrastructure.
- There is an accessible bathroom available on the ground floor.
- Faculty has experience with modifications and accommodations for visual impairments, partially deaf/ deaf students, and cochlear implants (CI).
- A doctor (GP) is on campus three days a week.
- Cooperation with the school Heilstättenschule of the regional hospitals, Salzburger Landeskrankenhaus and Christian Doppler Klinik, which provides education for students who cannot attend school because of health issues.
- A psychologist is on campus one morning per week.
- The school social worker is on campus two days a week.
- The Deans of Student Affairs are available four times a week.
- Dependence Prevention Teacher Counsellor.
- A Crisis intervention team is in place on campus.
- Addiction prevention workshops occur at regular intervals, in cooperation with “Akzente Salzburg”.

- 'Click&Check' workshops occur at regular intervals, in cooperation with local authorities on internet security and cyber-crime prevention.
- Mental health workshops (eg. Mental Health Days, Promente) are provided.

Any student with a special education need must be identified prior to starting the Diploma Programme. Special arrangements may include modifications to exam papers, extensions to deadlines, assistance to practical work, additional time, information and communication technology, scribe and transcription, or readers, in line with IB Diploma Programme regulations.

IB Diploma Programme special arrangement requests must be submitted to the SALIS IB Coordinator by the end of the 1st week of the school, entering the IBDP year 1 class and must be authorised by the IBO. Please read the support mechanisms for students needing special arrangements as outlined in the IBO publication:

IBO Special Education and Learning Needs Guide, <https://www.ibo.org/programmes/inclusive-education-in-the-ib/>

SALIS administration, deans, faculty, and staff strive to meet the needs of each member within the school community. We seek to encourage a safe, just, and friendly environment regarding student differences and abilities. In case a student requires specific assistance, the SALIS administration, deans, faculty, and staff are prepared to support its community members with the resources available or find appropriate and considerate solutions.

A committee has been formed to review special needs practices and this IBO policy at the time of each programme evaluation. The committee consist of IB coordinators, deans, administrators, teachers, and parents.

As inclusive education in a *Bundesgymnasium* is in its early stages, it is necessary to develop effective strategies to increase access and participation schools such as BG Zaunergasse. The process of evaluating and improving the SALIS inclusion policy is continual and involves the collaboration and responsibility of the whole school community, the learners, their parents and caregivers, the IB coordinator, deans, the teaching staff and the non-teaching staff:

Responsibilities of the school

- The school needs to make sure that all teachers and staff as well as parents and students are familiar with the ideas of learning diversity and inclusion.
- Teachers and staff must be informed about special educational needs of individual students and provided with supportive training.
- The school must ensure that there are arrangements for teaching and assessment that comply with the SALIS Inclusion Policy, IBO requirements and with the Austrian law.

Responsibilities of the teachers

- Teachers should participate in training on learning diversity and inclusion when available.
- Teachers must be aware of Austrian laws and IBO regulations regarding special educational needs and comply with them.
- Teachers need to identify students with special educational needs, show them that their needs are taken seriously and support them during lessons using differentiated teaching methods.
- Teachers must inform the form teacher, the deans and the IB coordinator about students with special educational needs, but discretion and confidentiality must be maintained.

Responsibilities of the IB coordinator

- The IB coordinator must be aware of Austrian laws and IB regulations regarding special educational needs and comply with them.
- The IB coordinator must talk to parents, teachers, and students at an early stage in order to ensure that the individual student's needs are met.
- The IB coordinator must inform the headmaster about any requests for inclusive assessment arrangements he or she wants to make, and the headmaster must support them before they are submitted to the IBO¹.
- The IB coordinator must maintain discretion in providing special educational needs services.

Role of the SALIS Deans of Student Affairs

- The Deans of Student Affairs play a key role in ensuring that students at SALIS have a well-rounded, supportive, and enriching experience throughout their time at school. They offer essential support, resources, and open communication to address students' academic, social, and emotional needs. In addition, they advocate for both students and parents, working to build a collaborative partnership that fosters the overall success and well-being of students.
- They ensure that students have access to the necessary resources to succeed academically and personally.
- The deans foster an inclusive environment where every student, regardless of their background, feels welcome and supported.
- They collaborate closely with faculty, staff, and other departments to ensure students' needs are consistently met.
- The deans oversee programmes that help new students transition smoothly into school life, such as orientation, advising, and mentorship opportunities.
- They support students who need tutoring by connecting them with qualified peers in the tutoring programme.
- The deans provide a safe, supportive space for students who need a break, a chance to talk, or emotional assistance.
- The deans meet with students and parents who are in need of assistance.
- The deans are Youth Mental Health First Aiders – accredited by Pro Mente Salzburg.

Responsibilities of parents

- Parents should show interest and play an active role in their child's education.
- Parents need to communicate to the school all information and documentation regarding their child's special educational needs.
- Parents need to communicate to the school if there are any changes concerning these needs.
- Parents should discuss inclusive assessment arrangements with the IB coordinator and provide the IB coordinator with the documentation needed for the request.

Responsibilities of students

- Students should communicate their needs regarding their education openly towards parents, teachers, the deans and the IB coordinator, and they can be sure that their needs are taken seriously.
- Students should be aware of the fact that they can always ask for information and support.
- If a request for inclusive assessment arrangements is made, students need to inform themselves and give their consent to this request.
- Students are expected to participate actively in the learning process.

¹The student (if over 18) or otherwise the parents need to give their consent to a request for inclusive assessment arrangements.

References and links to further information:

The International Baccalaureate Organization, Access and Inclusion Policy, 2022

[Access and inclusion policy](#)

IBO Special Education and Learning Needs Guide

<https://www.ibo.org/programmes/inclusive-education-in-the-ib/>

Aktuelle Informationen zur Vorbereitung und Durchführung der schriftlichen SRDP und Kompensationsprüfungen für Schulleitungen und Lehrkräfte.

<https://www.matura.gv.at/srdp/ablauf> (accessed 8 June 2025)

Bundesrecht konsolidiert: Gesamte Rechtsvorschrift für Schulunterrichtsgesetz, Fassung vom 09.06.2025. § 18, Abs. 6

<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009600> (accessed 8 June 2025)

Bundesrecht konsolidiert: Gesamte Rechtsvorschrift für Übereinkommen über die Rechte von Menschen mit Behinderungen sowie Fakultativprotokoll, Fassung vom 09.06.2025.

<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20006062> (accessed 8 June 2025)

Informationen zu [Vorkehrungen für Abänderung, Ablauf und Durchführung am Prüfungsstandort](#) für Kandidatinnen und Kandidaten mit Beeinträchtigung. Rundschreiben Nr. 11/2021 vom 14. April 2021.

<https://www.matura.gv.at/index.php?elD=dumpFile&t=f&f=4848&token=fb30da5022cbd36478cd5f31fe24ccbd0d50ce82> (accessed 8 June 2025)

Der schulische Umgang mit der Lese-Rechtschreib-Schwäche (Eine Handreichung)

Richtlinien für den Umgang mit Lese-/Rechtschreibschwierigkeiten (LRS) im schulischen Kontext.

[LRS Österreich Rundschreiben-2021-24.pdf](#)