



Access and inclusion policy

The purpose of this document is to describe how we work with student health, inclusion, special needs and access arrangements to enable the largest possible range of students to access the education and create an environment that supports all students to reach their full potential.

We believe that all students should be able to access a fair chance to show their abilities and knowledge in assessment. This must be done, however, without lowering the expectations or changing the requirements. Inclusion is “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (IBO, Learning diversity and inclusion in IB programmes, 2018) All teachers are responsible for making individual adaptations in their classroom and in their teaching to facilitate learning for all students. When students need more help, the student health team will be contacted.

1. Mission

1.1 Student health

Students at the school have access to student health services, including medical, psychological, psychosocial, and special education support. Student health services primarily focus on promoting health and preventing problems while also supporting students' progress towards educational goals. Student health services have a specific responsibility to address obstacles to each student's learning and development. The goal is to create a positive learning environment for students, contributing to environments that promote learning, development, and health. Student health services should be part of the school's systematic quality work and, as clarified in the Education Act, collaborate with healthcare and social services when necessary (Education Act, Chapter 2, Sections 25, 27-28).

The purpose of the student health plan is to establish a common approach and describe the implementation of student health work at Sven Eriksonsgymnasiet. It also aims to create clarity with routines for the school's student health work and the roles of the various professionals included in the Student Health Team (EHT). The goal is for students to be given the opportunity to reach national goals and knowledge requirements in school. Students should feel that school is meaningful, comprehensible, and manageable.



1.2 Bildningsstaden Borås

The overarching goal for the High School and Adult Education Committee for 2022-2026, based on *Bildningsstaden Borås*, is to provide all students with the conditions to achieve a high school diploma or become employable. Effective learning for the student is based on an organisation where student health is a natural part of the learning environment. The work on student health includes everyone involved in the school and should support students' development towards educational goals (*Bildningsstaden Borås 2022-2026*).

1.3 Access arrangements, special support and action plans

All school staff must collaborate to create environments that promote students' learning, development, and health. This work aims to be health-promoting and preventive. The school's task is to provide all students with guidance and stimulation so their learning can develop as far as possible based on their own potential. This includes compensatory efforts to offset differences in students' potential for knowledge acquisition. The school needs to work compensatorily when guidance and stimulation are not enough for the student, through access arrangements and/or special support. *Borås stad* has the responsibility to ensure that work with access arrangements, special support, and action plans has sufficient resources and functioning routines.

The Head of IB is responsible for distributing the school's resources based on students' needs, utilising the interdisciplinary competence of student health services, and creating and implementing routines for the work and follow-up on special support. The Head decides on investigations and possibly the establishment of action plans for special support, in collaboration with the student and guardians. Mentors should have an overall perspective on their students' need of special support and promptly inform relevant school staff about these needs. When a special education teacher investigates students' need of special support, pedagogical mapping and assessment are needed as a basis for interventions. Implemented measures need to be continuously followed up and evaluated to ensure the desired effect on the student's knowledge development (SKOLFS 2022:334)

<https://www.skolverket.se/getFile?file=10021>.

2. Conditions/Starting points

2.1 Student perspective

The student perspective involves students' influence and the ability to have their voices heard and impact matters concerning them. This means that students' opinions are considered in decisions about additional adaptations or special support. Students have the right to influence their education and work environment through class councils, program councils, and ultimately school councils. Influence over education develops students' ability to take responsibility and increases their desire to learn. Student influence and participation



also contribute to the school's development work by utilising students' experiences. Participation and influence can also have positive effects on students' health, motivation, and learning. Student influence strengthens the relationship between teachers and students and leads to greater understanding and acceptance of decisions made.

2.2 Collaboration and consensus to achieve trust

A crucial part of fulfilling the mission is having a uniform understanding of the function of the student health plan and that all staff know and understand their role in the mission. This is achieved by understanding the roles and working methods of the different professions. Collaboration between our various roles and our shared perspective should support the student. Our common focus is to work based on the student's ability in their current situation. Our view of the student should be characterised by high expectations and a belief that everyone wants and can succeed.

2.3 Health-promoting school development

Health-promoting interventions

A health-promoting approach is solution-focused and based on a salutogenic perspective, which means weighing what works and strengthens the student. Health-promoting work involves creating a school where all young people can grow, thrive, and develop, enhancing and maintaining students' physical, psychological, and social well-being. A school where students can feel valuable, optimistic, and hopeful about the future.

Preventive interventions

Preventive work involves being vigilant about risk factors and acting before a problem arises. To work preventively, one must consider the factors in students' living conditions and habits that can be influenced. Preventive interventions can include collaboration with authorities and organisations outside the school.

Remedial interventions

Remedial work involves interventions when needs of individuals, groups, or organisations have been identified. This can include additional adaptations, special support, or preventive work against abusive treatment. Remedial work can provide valuable experiences and guidance for future health-promoting and preventive efforts.

3. Roles/Professions in the Student Health Team

3.1 Head of School

The Student Health Team is managed by the head of school along with the school leadership team. The Head of School has the overall responsibility to lead, dimension, and organise a Student Health Team at the school, which works across all our school units A, B, C, and D. The Head of School must ensure that student health services are equitable, effective, and efficient, and create conditions for collaboration, competence, and development.

3.2 Head of IB

The Head of IB has ultimate authority over the student health work in their organisation. The Head is responsible for implementing interventions, such as decisions about investigations when a student has difficulty reaching educational aims, decisions in action plans, and follow-up of interventions. However, it does not mean the Head decides how it will be implemented. This is done by teachers and the various professionals within the Student Health Team under the Head's leadership. The Head is also responsible for ensuring that student health work is integrated into systematic quality work and is part of school development.

3.3 Teacher/Mentor

To fulfil the school's knowledge and values mission, the Student Health Team (EHT) is a crucial cornerstone. The role of teachers/mentors in this is to work for a positive, creative learning environment that promotes attendance where students enjoy school and feel seen. Teachers/mentors are also those who meet students on a daily basis and can identify signals early and have a talk to help the student if needed. Teachers/mentors work together in teams around the student to achieve this. The goal for teachers/mentors is to teach with clear and positive leadership, making the teaching interesting to spark students' curiosity and desire to learn. It is also essential to work on building relationships to adapt teaching to the individual/group/situation.

3.4 Special education teacher

The special education teacher should work to promote health, prevent problems, and take remedial actions to remove obstacles and difficulties in learning environments and strengthen the student's opportunities to develop. The work occurs on three levels: organisational, group, and individual. The special education teacher collaborates with the principal on both overall school development and teaching. In preventive work, the special education teacher develops accessible learning environments with teachers, where teaching is adapted to promote all students' chances of success. The special education teacher supports teachers' work with guidance and stimulation, manageability, comprehensibility, and meaningfulness. In



remedial work, the special education intervention involves mapping and investigating students' needs for special support and proposing appropriate measures.

The special education role includes handling transitions from primary school, where information about support needs is implemented. Special education teachers guide teachers and teams on students' conditions and support needs, conduct various investigations and observations, study planning, interventions of special support, and collaborate with counsellors on health-promoting themes.

3.5 School counselor

The school counsellor is the school's psychosocial expert understanding the student in their context, including family, leisure, and school/class. In case of difficulties, the school counsellor works to investigate, map, analyse, and propose interventions to strengthen students' opportunities to meet knowledge requirements. The counsellor's tasks at the individual level are primarily guiding, advising, and therapeutic talks. The counsellor also works on the school's value foundation, crisis management, bullying, class observations, stress management, and is trained as an ANDTS coach and the school's expert on issues of honor-related violence and oppression. This means supporting school staff with knowledge-enhancing activities.

If further treatment is needed, students or parents are encouraged to contact external services such as the Youth health clinic (*ungdomsmottagningen*), health center (*Vårdcentralen*), mental health services for young people (*Ungas Psykiska Hälsa*), or social services (*Socialtjänsten*). The counselor is also responsible for coordinating external efforts around the student.

3.6 School psychologist

All school units within the Department of Upper Secondary and Adult Education have access to a school psychologist through student health services. The school psychologist regularly participates in meetings with the principal and other student health personnel. The school psychologist works on health promotion and prevention within the framework of the regular work of student health services at each school unit, by periodically participating in projects and providing expert support to principals and other student health personnel.

The school psychologist also conducts assessments and evaluations at the individual level within the framework of investigations into students' need for special support. In assessments and evaluations, the need for support should be linked to the student's school situation.

3.7 School nurse

The school nurse within EMI (*Elevhälsans Medicinska Insats*), which provides medical care, health screenings, and counseling to students, has a central role in health promotion and



preventive work. The primary goal of care is to promote physical and mental health from the individual student's perspective, as well as to reduce risk factors and strengthen protective factors for the student.

Each student in upper secondary school should be offered at least one general health examination with a nurse. In addition, between health examinations, the student should be offered examinations of vision, hearing, as well as a restricted range of other health assessments. The responsibilities of a nurse also include vaccinations, advisory and supportive conversations, consultations, and open reception. Students can also consult EMI for simpler healthcare interventions.

EMI contacts and writes referrals to other clinics and healthcare providers. The school nurse collaborates with other school staff, healthcare, and other actors. A school doctor is available and can be booked through the school nurse. EMI maintains records and documents patient care and treatment is an independent branch of student health services and consists of a school nurse and a school doctor. This means that EMI is covered by both healthcare legislation and education system legislation (SOU 2010:95). EMI has a statutory duty of confidentiality and is required to document care and treatments. Documentation is done in the school health care journal in ProRenata.

3.8 School doctor

The school doctor works on behalf of the school nurses. The work is preventive and promotional, focusing on how the activities support the student in their efforts to achieve the goals. If the student's needs are more similar to those requiring healthcare, they are referred to Närhälsan (Primary Healthcare). The school doctor adds the medical perspective during assessments.

3.9 Study and career counselor

Study and career counselling involves guidance and information at both individual and group levels. The students will be helped to become aware of themselves and of different options. This includes gaining knowledge about obstacles and opportunities and making and implementing decisions. Through counselling sessions, motivation can be created and perspectives broadened for the student.

The study and career counsellor's task is also to support the school's students and staff on issues related to the labour market and education. This is done through information via the web and in class in collaboration with teachers. The study and career counsellor collaborates with the principal regarding the student's individual study plan. The study and career counselor is a link between different forms of education and future studies and the labor market.



3.10 Support and service staff

Value-based work is a cornerstone of the school's democratic mission and is based on everyone's participation. It permeates all levels at Sven Erikson High School and is built on creating a culture and norms that express that everyone has the right to be respected and the duty to respect others. An important success factor is the presence of adults who have a friendly approach and positive expectations. Furthermore, it is important that all staff actively work to establish good relationships. It is also important to address situations and behaviours that need to be rectified and to dare to stand up for the school's rules and values. When necessary, this is done with the support of school management and student health functions.

4. Procedures

4.1 Student health meetings

The Student Health Team (SHT) meets once a week to discuss new and existing cases reported to the principal. The cases are recorded in a protocol in Prorenata. At student health meetings, the current situation is reported, and the case is discussed and analysed to develop a plan for how the SHT or mentor will proceed to help the student. The Head of IB assigns new cases to the relevant professional.

The Head of IB, together with the SHT, regularly meet with mentors and workgroups where mentors, the Head, or SHT raise students or situations where there is a need for assessment or support. The EHT (Student Health Team) meets regularly to discuss measures within preventive and health-promoting work, as well as to deepen interdisciplinary work.

4.2 Student case process for special support

Model outline from the Swedish National Agency for Education's general advice (SKOLFS 2022:334) [Arbetsgång_vald.indd](#) (skolverket.se). Student case process, see Appendix 1: Description of Student Case Process. When a student is at risk of not meeting the knowledge criteria for a course, the teacher makes access arrangements in teaching. The adaptations are documented in Unikum. If necessary, teachers can consult with a special education teacher (*specialpedagog*) about appropriate adaptations. If the access arrangements are not sufficient, they should be intensified and further adapted to the student's needs.

If a student, despite interventions, does not meet the knowledge criteria, the case is reported to the principal, who decides on an investigation into the need for special support. See Appendix 2, Notification of Need for Special Support. The investigation is conducted by a special education teacher and documented in Prorenata.

The case is followed up during the principal's weekly meeting with the Student Health Team (EHT). The Head of IB then makes a decision in the case, either to establish or not establish an action plan. Both decisions are documented in the student's file in Prorenata. If the



decision is made to establish an action plan, which occurs when the student is assessed to be in need of special support, the student and guardian are given the opportunity to participate. The action plan can be appealed.

The student receives support according to the action plan. The interventions are followed up, evaluated, and revised if necessary. When the action plan is concluded, the decision is documented in Prorenata.

4.3 Documentation in Prorenata

Documentation about students is done in the documentation system Prorenata Journal. Relevant information related to the EHT's work with the student is entered into the student's file, which is visible to all members of the EHT. The student's file documents the process regarding special support, as well as various investigations and decisions. Student conferences and EHT protocols are also recorded here. When a student is entered into the EHT protocol, a student case is created that can be addressed, evaluated, and closed. See Appendix 3, Student Documentation.

In parallel with the student file, each profession has its own folder that can only be read by authorised personnel. This folder contains information that should not be read by everyone, as well as the basis for investigations. To allow other professions to follow the case, a brief note or summary is made in the student file.

Each student has a transfer folder that is readable by all competencies within the EHT. Transfers occur only for students whom the primary school has chosen to inform about. The transferring school then enters information that it believes the high school needs to know about the student for a successful transition.

4.4 Absence Investigation

If a student has problematic school absence, it must be investigated. Support material for this includes:

- Appendix 4, Case Procedure for Handling Absence.
- Appendix 5, Procedure for Absence Investigation - Mentor.

For in-depth analysis/investigation by the EHT, the template in Prorenata is used.

5. Definitions

5.1 Definitions

Accessible learning environments: Accessible education means that the learning environments in pedagogical, physical, and social perspectives are accessible and adapted



to all students' different needs and conditions. The initiative on accessible learning environments aims to support preschool, primary school, and high school in this development work.

Meaningfulness, manageability, and comprehensibility: Components of the Sense of Coherence (SOC), based on Antonovsky's salutogenic theory. According to the theory, health is promoted if individuals feel part of a context that is meaningful, manageable, and comprehensible.

Access arrangements (*extra anpassningar*): Access arrangements are a support measure of a less intrusive nature that can normally be implemented by teachers and other school staff within the framework of regular teaching. In this work, the teacher's competence in designing instruction is an important factor for students' development and learning. Occasional special educational measures over a short period are considered support in the form of access arrangements. No formal decision needs to be made for this support measure (Comments on the Swedish National Agency for Education's general advice on working with access arrangements, special support, and action plans, 2022).

Special support (*särskilt stöd*): Unlike support in the form of access arrangements, special support involves more intrusive measures that are normally not possible for teachers and other school staff to implement within the framework of regular teaching. The intervention should be extensive both in content and over time. Special support is preceded by an investigation, decided by the principal, and documented in an action plan (Comments on the Swedish National Agency for Education's general advice on working with access arrangements, special support, and action plans, 2022).

Action plan (*åtgärdsprogram*): The action plan is a description of interventions based on the needs identified in the investigation. It is also a written confirmation that the student is in need of special support as prescribed by the Education Act. The principal decides on the action plan, and the student and guardians have the right to appeal the principal's decision. The support measures should be concrete and evaluable, and the needs description should be relevant. An action plan should be followed up and evaluated to either be concluded or modified in its design.

5.2 EHT prioritization during the planning period 2023-2026

Implementation of this Student Health Plan (EHP) and support for the prioritised development areas from Sven Erikson's Development Plan 2023-2026, which are:

1. Language and Knowledge Development Approaches (*Språk- och Kunskapsutvecklande arbetssätt, SOK*)
2. Attendance-Promoting Work (*Närvarofrämjande arbete, NFA*)



7. IB adaptations of the guidelines

During the first weeks of school, all students take screening tests in English, Swedish and mathematics in order to assess their proficiency and to detect any need for extra support. The screening is also used to identify students with any reading and/or writing challenges.

The teacher reports to the IB team. The student is referred to the special education teacher counsellor for further investigatory tests as, outlined in Appendix 1. The special needs counsellor documents all testing and analyses of results and suggests appropriate access arrangements or learning support in line with IB requirements.

In September of DP2, the DPC will inform students and parent/guardian and ask for consent to request Inclusive Access Arrangements. The IAA request will be supported by the documentation gathered by the special needs counsellor.

8. Review period

This policy document must be evaluated and revised annually by the SHT. The IB DP Coordinator is responsible for the IB alignment. The Head of School is utmost responsible for the execution of the evaluation and revision.



9. References

IBO. 2018. *Access and inclusion policy*. Retrieved from:

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<https://www.skolverket.se/download/18.66960151804bed21fd2c46/1656325658474/pdf10021.pdf> [Accessed: 16/6/2024]

Skolverket. (n.d). "Modell över arbetsgången med stödinsatser." Retrieved from:

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Appendix 1.