

## **Inclusion Policy of the Literargymnasium Rämibühl**

### **1. Philosophy**

The Literargymnasium Rämibühl believes in inclusive education. We accommodate students' needs wherever necessary and possible within the means of our school system. We work with external and internal specialists to ensure that students are able to fulfill their potential. We seek to address individual needs wherever and whenever they arise and are determined to find solutions that not only meet the basic legal requirements but that take into account the individual circumstances and are thus based on consensual (written) agreements between the school, parents, and students.

### **2. Responsibilities, legal requirement and implementation**

The school leadership ensures that inclusive access arrangements are implemented by all teachers. Our inclusion policy is strongly aligned with that of the Canton of Zurich.

Our internal "Fact sheet: Measures to compensate for disadvantages" (Appendix 1) was last updated in April 2024.

The following pages contain all relevant documents regarding the inclusion policies of the Literargymnasium Rämibühl:

- Appendix 1: Fact sheet: Measures to compensate for disadvantages («Merkblatt Nachteilsausgleichsmassnahmen (NAM)»)
- Appendix 2: Application and approval procedure for measures to compensate for disadvantages («Antrags- und Bewilligungsverfahren von Nachteilsausgleichsmassnahmen»)
- Appendix 3: Guide to recognition criteria for disadvantage compensation reports («Leitfaden Anerkennungskriterien für Nachteilsausgleichsgutachten»)
- Appendix 4: Guidelines for ensuring measures to compensate for disadvantages at secondary schools («Richtlinien Gewährleistung von Nachteilsausgleichsmassnahmen an Mittelschulen»)

The first two documents are internal documents and are based on the latter two which form the administrative and legal basis for our inclusion policy. Further information can be derived from the website of the Canton of Zurich: <https://www.zh.ch/de/bildung/bildungssystem/chancengerecht-igkeit/nachteilsausgleich-sek-ii.html> (Website in German).

### **3. Review process**

This inclusion policy is evaluated on a regular basis and will be reviewed no later than 5 years from the date of publication or whenever the head of school and/or the IB diploma programme coordination deem it to be necessary.

March 2024, IB coordination (AN, KH), Literargymnasium Rämibühl

## Appendix 1: Fact sheet: Measures to compensate for disadvantages

The guidelines relating to the granting of measures to compensate for disadvantages at cantonal secondary schools regulate the principles for dealing with a "handicap or specific learning disability" and apply "to students at cantonal secondary schools up to and including the secondary school diploma examinations". (Point 1)

The objective of these guidelines is to ensure standardised implementation of the principles drawn up by the Headteachers' Conference for Secondary Schools and to support students with appropriate aids and methods without changing or reducing the quality of the educational objectives.

### Assessment and request

For measures to compensate for disadvantages to be determined, the disadvantage on account of a disability or specific learning disability must be diagnosed by a recognised specialist agency. A request must then be submitted to Dr Caren auf dem Keller, the person responsible for compensation for disadvantages. The cantonal request template can be downloaded from the LGR homepage under the downloads section on compensation for disadvantages.

Parents or legal guardians must submit a request by the end of June, depending on the availability of confirmation (medical certificate), so that the school can take the necessary administrative, communicative and organisational measures before the start of the school year:

Available confirmation (certificate)	Procedure
This confirmation is no older than two years	Parents or legal guardians must submit a request for compensation measures by the end of June addressed to the person responsible for compensation for disadvantages and enclose the confirmation.
This confirmation is older than two years	Parents or legal guardians must submit a request for compensation measures by the end of June addressed to the person responsible for compensation for disadvantages. They must also initiate an up-to-date assessment at the children's hospital or with a recognised specialist centre by the end of April at the latest, ensuring that the corresponding confirmation is available in July.
No assessment or confirmation is available yet.	Parents or legal guardians must submit a request for compensation measures by the end of June addressed to the person responsible for compensation for disadvantages. They must also initiate an assessment at the children's hospital or with a recognised specialist centre by the end of April at the latest, ensuring that the corresponding confirmation is available in July.

Please note that the waiting time for an assessment is currently around three months.

### Agreement on measures to compensate for disadvantages

The measures to compensate for disadvantages are recorded on an individual basis in a written agreement between the school, the parents or legal guardians and the student. The agreement is presented to the parents or legal guardians and the student, discussed in a meeting and then mutually signed. The agreement is also communicated to the subject teachers and in a more appropriate way by the class teacher to the classmates.

The therapy centre or the parents or legal guardians submit an interim report to the person responsible for compensation for disadvantages by the end of June to ensure that the measures are regularly reviewed. This interim report is used as the foundation for the exchange at the class convention at the end of the school year. Feedback is given by the school to the parents or legal guardians and to the student following the class convention. The measures will be adapted on this basis if necessary.

The following centres are available for assessment:

- The school psychological service (SPD) that is responsible for the municipality of residence
- Clinic for Child and Adolescent Psychiatry and Psychotherapy (KKJP)
- Zurich Children's Hospital
- Specialist medical reports are generally approved, as long as they meet certain quality criteria. In case of any uncertainties, refer to the Secondary and Vocational Education and Training Office (responsible office: Ms. Dagmar Müller, Head of Prevention and Safety, [dagmar.mueller@mba.zh.ch](mailto:dagmar.mueller@mba.zh.ch) )

### **Additional information on the assessment and specialist centre for reading/writing disability**

A report issued by a recognised special educational needs centre that can perform a logopaedic assessment is required before measures to compensate for disadvantages can be granted. The following specialist centre is responsible for the district of Zurich:

Children's Hospital Zurich  
Department of Developmental Paediatrics  
Special Needs Education Centre  
Steinwiesstrasse 75  
8032 Zürich

044 266 34 86  
[sonderpaedagogik@kispi.uzh.ch](mailto:sonderpaedagogik@kispi.uzh.ch)  
[Homepage of the Special Needs Education Centre](#)

The Canton of Zurich covers the costs of the logopaedic assessment, the therapy measures as well as public transport for the journey to the therapy centre. The Children's Hospital Zurich, as the assessment and specialist centre listed above, is responsible for notifying the canton of the cost approval.

If an assessment has already been conducted by the school psychological service (SPD), the Clinic for Child and Adolescent Psychiatry and Psychotherapy (KKJP) or a comparable institution in Switzerland or abroad and an expert opinion is available dating back no more than two years, a somewhat shortened assessment procedure can be requested from the Special Needs Education Centre.

This procedure is therefore necessary because it is mandatory for the Special Needs Education Centre of the children's hospital to conduct the assessment in order to cover the costs of logotherapy. It is only the children's hospital that can make the declaration in respect of the cost approval.

### **Validity of the agreement**

If the request for compensation for disadvantages is granted and an agreement is drawn up on the measures to compensate for disadvantages, then this is generally valid up to and including the secondary school diploma examinations, subject to any adjustments in a further agreement. The therapy centre or the parents are under an obligation to submit a report to the class convention each year in June and in turn are given feedback by the class teacher following the class convention. This ensures a regular exchange of information.

## Measures to compensate for disadvantages in the IB examinations

The guidelines of the International Baccalaureate Organisation, as outlined in the *Access and inclusion policy* document from 2023

apply to the IB examinations. IB students are asked to contact the IB coordinators, Dr. Anja Nickel and Kevin Heutschi, no later than the beginning of the 5th class.

Dr. Christine Feller, Vice Rector, March 18th, 2024

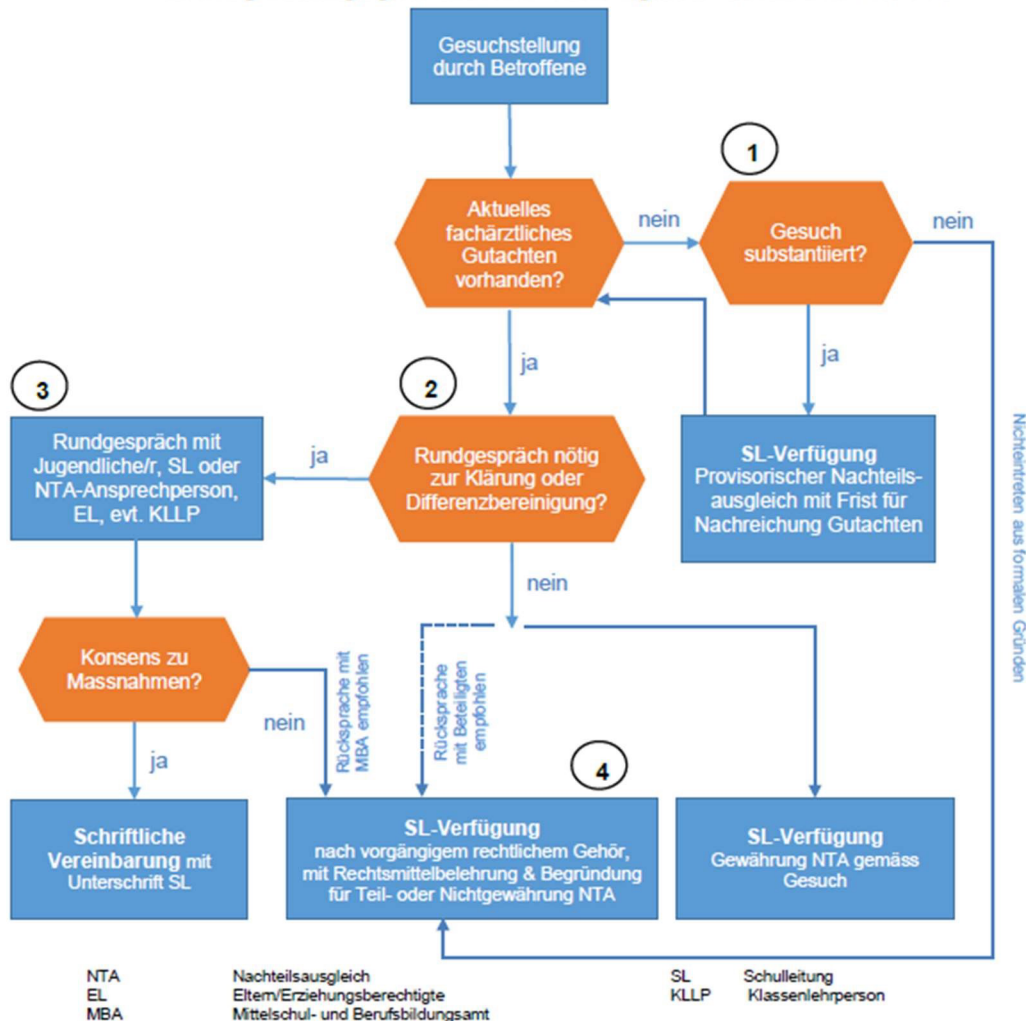
## Appendix 2: Application and approval procedure for measures to compensate for disadvantages

If a student is presumed to have a specific learning disability, an appointment must be made with a specialist centre for an assessment. Requests for this are made using the cantonal application form "Request for compensation for disadvantages at secondary schools" and are submitted for the attention of Christine Feller, the vice rector responsible for compensation for disadvantages. The approval procedure is conducted in accordance with the following process:

### 6.2. Bewilligung von Massnahmen im Unterricht

Die Bewilligung von Massnahmen im Unterricht erfolgt entweder durch ein mündliches Konsensverfahren zwischen den Beteiligten, welches in einer schriftlichen Vereinbarung protokolliert wird. Oder die Schulleitung verfügt ihren Entscheid schriftlich, wobei sie bei einer (teilweisen) Ablehnung eine Rechtsmittelbelehrung machen muss.

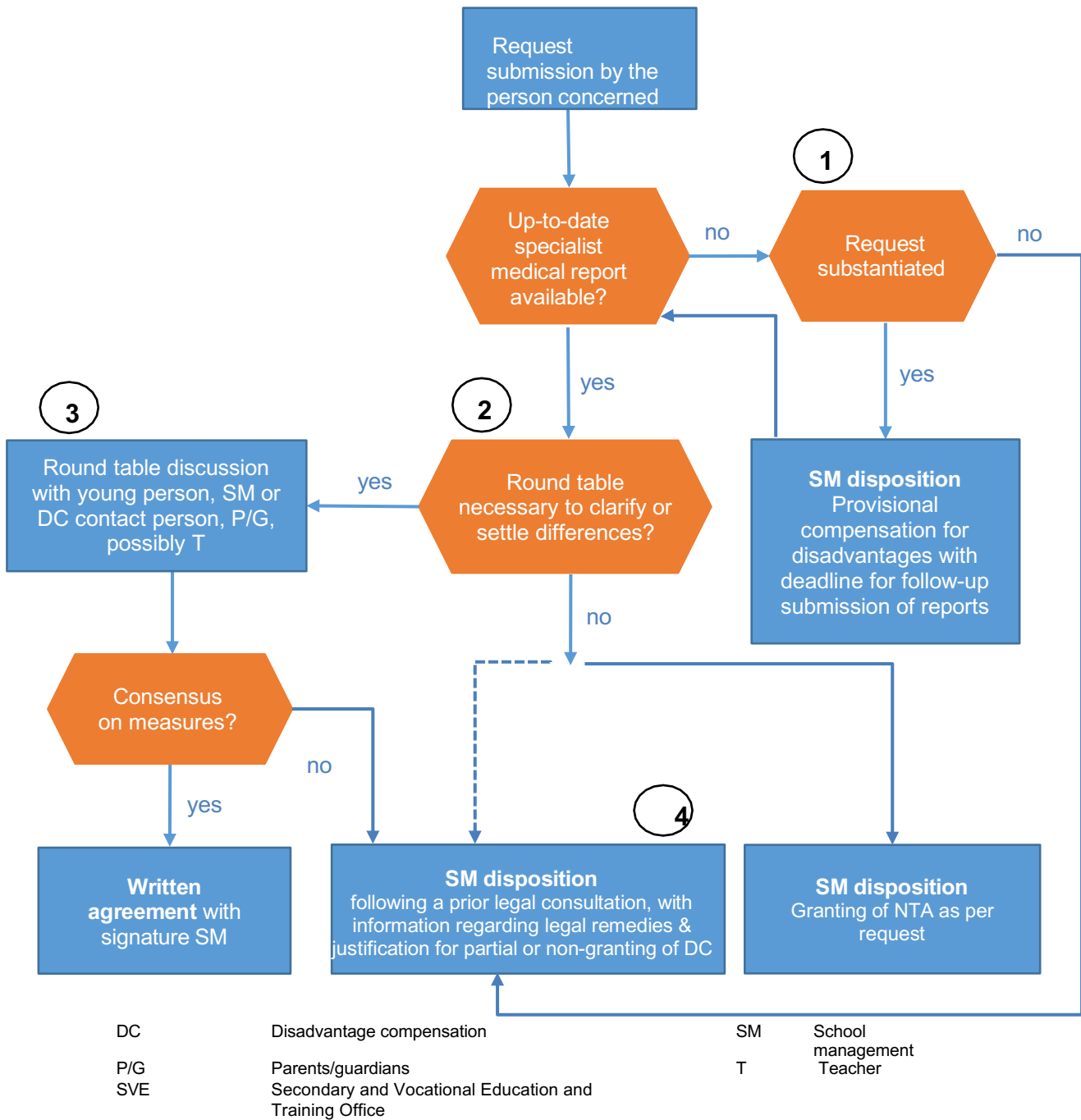
Abbildung 1: Bewilligungsverfahren für Nachteilsausgleichsmassnahmen im Unterricht



from:  
Framework concept. Compensation for disadvantages at upper secondary level. Secondary and Vocational Education and Training Office, Department of Education of the Canton of Zurich, P. 11.

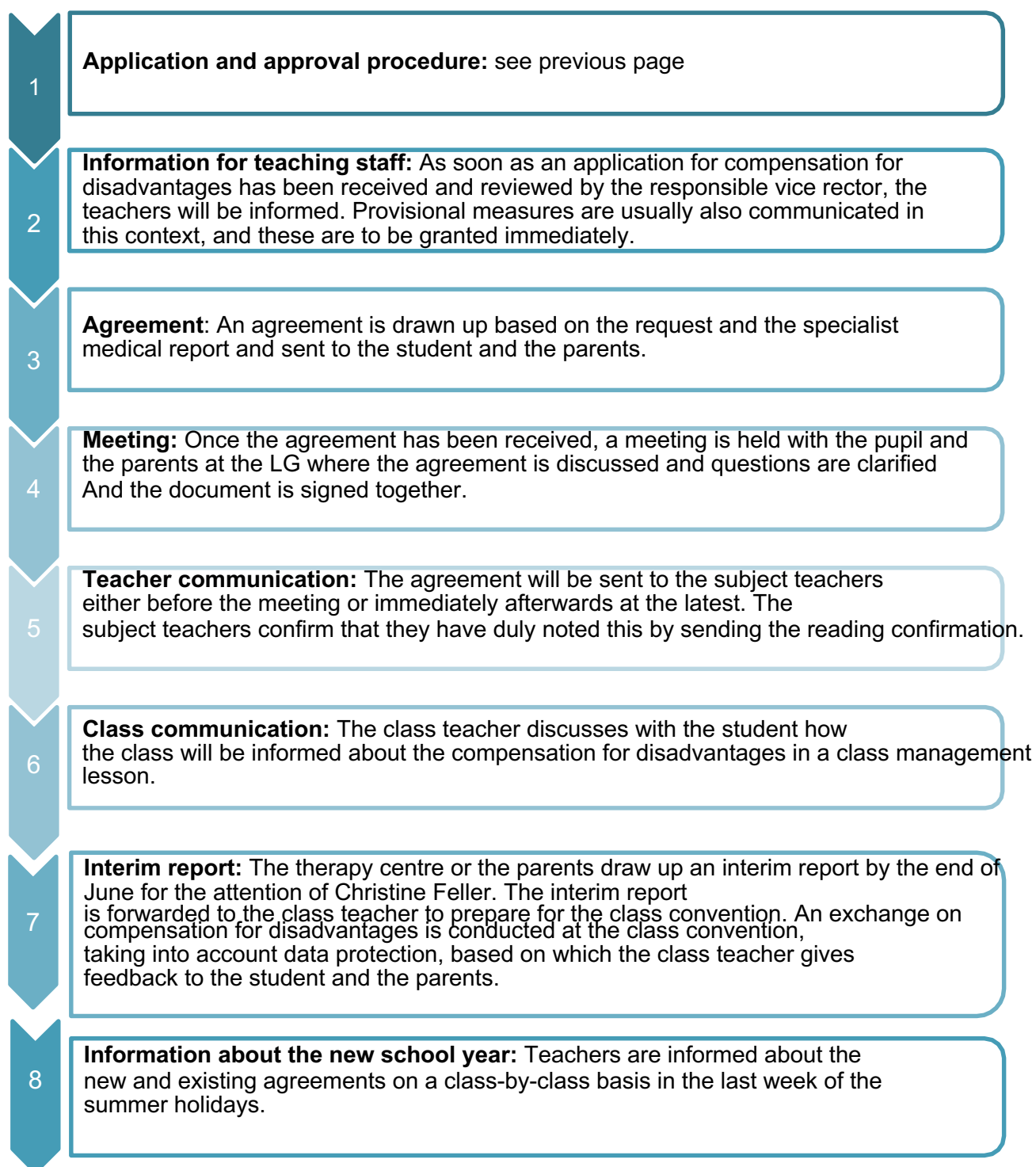


Figure 1: Approval procedure for measures to compensate for disadvantages in the classroom



## Compensation for disadvantages communication process

Preliminary stage: The parents inform the class teacher of the (presumed) diagnosis or the class teacher or a subject teacher makes the parents aware of any abnormalities and/or weaknesses in their son or daughter.

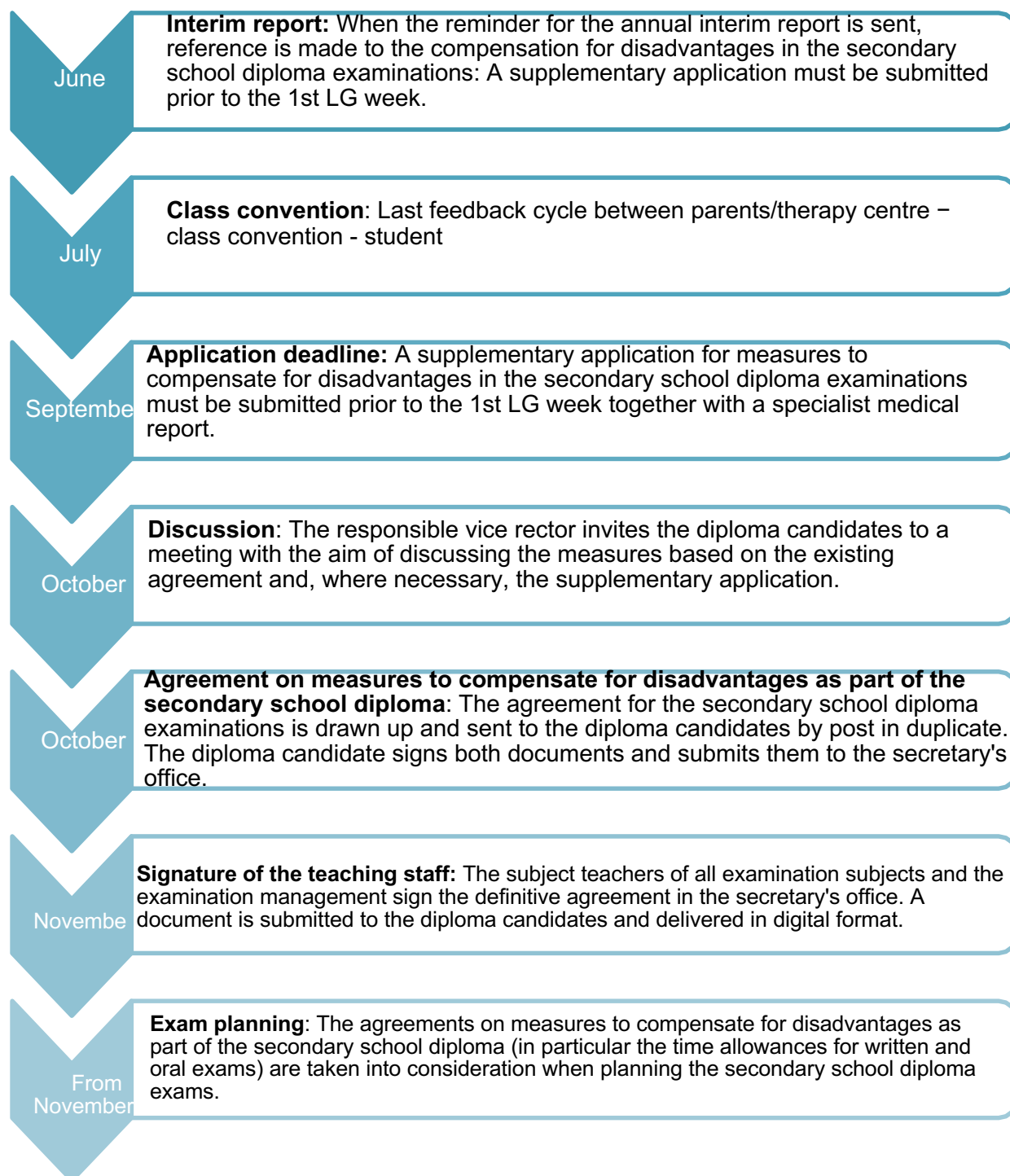




# Ig rämibühl

## Compensation for disadvantages in the secondary school diploma examinations

In the case of specific learning difficulties that are not temporary, the agreements on measures to compensate for disadvantages are generally valid up until the end of secondary school, including the secondary school diploma examinations. Separate agreements are issued for the final examinations, which are based on the existing agreement.







**Appendix 3: Guide to recognition criteria for disadvantage compensation reports**



# Guide

## to recognition criteria for disadvantage compensation reports

### 1. Starting point

The entitlement to compensation for disadvantages needs to be substantiated with a medical or logopaedic report. Such a report must fulfil the following criteria so that it can be used as a foundation for corresponding requests for secondary school or vocational training.

### 2. Criteria

#### 2.1 Professionalism and impartiality

Reports on compensation for disadvantages must be clear, complete (see section 2.2), objective and neutral. The assessor must not be biased. Provided these quality criteria are fulfilled, the competent decision-making bodies take into account expert reports from the following assessment centres:

##### *Specialists*

- Doctor with a specialist title in the relevant field
- Delegated psychologist including psychiatrist visa



### *Specialist centres*

- School psychological service
- Clinic for Child and Adolescent Psychiatry and Psychotherapy (KJPP)
- Specialist centres for special education, Children's Hospital Zurich / Cantonal Hospital Winterthur
- Specialist disability centres (audio education, visual impairments, etc.)
- Swiss Epilepsy Centre

Expert reports from other specialists may be taken into account in special cases in consultation with the Secondary and Vocational Education and Training Office. In case of any doubts as to whether the quality criteria are met, the decision-making authority in charge of processing the request may request a second opinion from an assessment centre appointed by it. In the event of rejection of the second assessment, no relief can be granted.

## **2.2 Components of the expert reports**

The greater the assessor's knowledge of the vocational or secondary school educational environment, the more specific recommendations they can make in terms of measures to compensate for disadvantages.

The report contains the following components:

- Professional title and signature of the specialist. A Swiss federally recognised specialist qualification as a doctor, psychologist or speech therapist is required.
- Name, address and date of birth of the assessed person
- Diagnosis in accordance with recognised classification systems (ICD-10 or DSM IV)
- Time of diagnosis and assessment of severity and developmental tendency (stable, progressive, recurring)
- Information relating to functional limitations and treatment measures taken or aids used to date
- Description of how and to what extent the limitations affect everyday school life or learning in vocational training (e.g. exams, learning, perception, concentration)
- Determination as to in which areas measures to compensate for disadvantages are necessary; description of possible compensatory measures

Expert reports from assessment centres with school contextual knowledge are also included:

- Specific recommendations for measures to compensate for disadvantages



## **2.3 Up-to-dateness of the reports**

The report is based on a diagnosis no older than two years (secondary school education) or three years (vocational training) at the time of request. In the case of congenital defects or exceptional circumstances, this rule may be deviated from in consultation with the Secondary and Vocational Education and Training Office.

A report submitted when entering school at secondary schools and vocational secondary schools is generally valid until the secondary school diploma examination, assuming that compensation for disadvantages has been granted for the entire school period. An up-to-date expert report must be submitted with the application for compensation for disadvantages in the secondary school diploma examination if new questions arise in relation to the type and scope of the compensation for disadvantages.

## **2.4 Exemptions**

Youths with a valid IV cost benefit certificate do not need to have a separate expert report on compensation for disadvantages drawn up. Having a valid IV cost benefit certificate is sufficient proof of entitlement to compensation for disadvantages. The responsible specialists for specific disabilities or training coaches make recommendations for specific measures to compensate for disadvantages in such cases. A specific disadvantage compensation report is only necessary in cases where there is disagreement about the measures to be adopted.

It should be noted, however, that there is no entitlement to compensation for disadvantages arising from a general intellectual disability.

The diagnosis of specific learning disabilities relating to language or school reading and writing skills must be performed by a special education centre (Children's Hospital Zurich/Cantonal Hospital Winterthur) once the child has entered upper secondary level. The specialist centres for special education also issue any documentation for speech therapy or audio-educational therapy.



### **3. Release from the duty of confidentiality**

With a view to identifying suitable solutions for compensating for disadvantages, the specialists making the diagnosis should be released from their duty of confidentiality in respect of the school's internal contact person for compensating for disadvantages. In the case of brief reports that do not describe any compensatory possibilities, the release from the duty of confidentiality is mandatory for the proper implementation of the compensation for disadvantages. It can be obtained in its entirety or at least in relation to the measures to be taken to compensate for disadvantages.



## Appendix 4: Guidelines for ensuring measures to compensate for disadvantages at secondary schools



Canton of Zurich  
**Department of Education**  
Secondary and Vocational Education and Training Office

# **Guidelines**

## **for granting measures to compensate for disadvantages at cantonal secondary schools**



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## **1. Purpose**

The guidelines aim to systematically implement compensation for disadvantages at cantonal secondary schools (long-term and short-term grammar schools, commercial secondary schools, specialised secondary schools, IT secondary schools). They define standardised procedures for granting measures to compensate for disadvantages as well as appropriate quality assurance.

## **2. Scope of validity**

The guidelines are applicable to teaching at cantonal secondary schools as well as to the central entrance examination (ZAP) and the secondary school diploma examinations.

## **3. Definition**

Compensation for disadvantages is understood to mean individual measures aimed at mitigating disability-related difficulties. Compensation for disadvantages is granted if

- the cognitive potential is present to fulfil the requirements of a secondary school,
- the impairment does not affect the tested competence itself, but merely makes it more difficult to demonstrate,
- the measures are expedient in relation to the diagnosis made to compensate for the disability-related disadvantage,
- the measures can be implemented with proportionate means whilst being compatible with regular lessons.

To ensure academic equivalence, measures to compensate for disadvantages involve formal examination adjustments that do not reduce the requirements or compromise the meaningfulness of the assessment. Exemptions from certain requirements are possible, however, especially in the case of students with sensory or physical disabilities, if these are obviously not achievable (e.g. hearing comprehension in the case of hearing loss).



## **4. Provisions**

### **4.1. Information**

The ZAP coordinator will inform students about the possibility and procedure for compensating for disadvantages in the central entrance examination as part of the application process. They publish the necessary information in good time (prior to the start of the application deadlines) on the ZAP website ([www.zentraleaufnahmepruefung.ch](http://www.zentraleaufnahmepruefung.ch)).

The secondary schools provide information about the granting of measures to compensate for disadvantages in accordance with the cantonal guidelines when students start school.

### **4.2. Submission of request**

Requests for compensation for disadvantages in the central entrance examination must be uploaded at the time of applying for the ZAP using the form provided (see § 18 lit. c of the Ordinance on Admission to Upper Secondary Schools following lower secondary level and after completion of basic vocational training [VAM] dated April 3rd, 2019). Requests for compensation for disadvantages in lessons should be addressed to the school management of the relevant secondary school. The entitlement to compensation for disadvantages is always considered future-oriented from the time the application is submitted. This means that measures to compensate for disadvantages cannot be claimed with retroactive effect.

An expert report certifying the entitlement to compensation for disadvantages must be included with the application.

The following assessment centres are authorised to issue an expert report:

#### *Specialists*

- Doctor with a specialist title in the relevant field
- Delegated psychologist including psychiatrist visa

#### *Specialist centres*

- School psychological service
- Clinic for Child and Adolescent Psychiatry and Psychotherapy (KJPP)
- Specialist centres for special education, Children's Hospital Zurich / Cantonal Hospital Winterthur (mandatory for the initial assessment of logopaedic or audiopedagogical issues)
- Specialist disability centres (audio education, visual impairments, etc.)
- Swiss Epilepsy Centre

### **4.3. Expert report**

#### *Period of validity*

The report is based on a diagnosis no older than two years at the time of request. In the case of congenital disabilities or exceptional circumstances, deviations from this provision are authorised in consultation with the Secondary and Vocational Education and Training Office (MBA).

A report submitted when entering secondary school is generally valid until the secondary school diploma examination, assuming that compensation for disadvantages has been granted for the entire school period. An up-to-date expert report must be submitted with the application for compensation for disadvantages in the secondary school diploma examination if new questions arise in relation to the type and scope of the compensation for disadvantages.

#### *Quality criteria*

The expert report must be clear, complete, fact-based and neutral. It characterises the disability including functional limitations, describes compensatory possibilities or recommends measures to compensate for disadvantages. The greater the knowledge an assessment centre has of the secondary school environment, the more specific recommendations it can make on measures to compensate for disadvantages (e.g. affected subjects, practical aids).

Should there be any doubts as to the quality of an expert report, the school management is entitled to request a second opinion from a specialist or specialist centre designated by it.<sup>1</sup> In the event of rejection of the second assessment, no relief can be granted.

### **4.4. Procedure**

The school management or a teacher it appoints will assess which measures to compensate for disadvantages are appropriate and can be implemented with proportionate means. The measures must be made compatible with regular lessons.

The approval of measures to compensate for disadvantages can be based on an agreement between the parties involved (so-called consensus procedure) or on a decision issued by the school management. The school management can use the consensus procedure

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<sup>1</sup> See the framework concept for compensation for disadvantages at upper secondary level, recognition criteria for compensation for disadvantages assessments in the appendix for a more detailed description of the quality criteria for assessments



The school management may delegate the consensus procedure in respect of an agreement to a teacher appointed by it. The written agreement shall only become legally binding once it has been signed by the school management.

The written agreement or disposition shall specify at least:

- a. the measures in detail
- b. the period in which measures are granted
- c. the subjects in which measures are taken
- d. the form and timing of the assessment with regard to any necessary adjustment of measures
- e. the procedure and responsibility for an extension
- f. any duty of co-operation of those affected
- g. the flow of information between those affected/guardians, medical/therapeutic specialists and the school
- h. internal school information and class information while safeguarding the personal privacy of those concerned

In the case of a complete or partial rejection of the requested measures to compensate for disadvantages or in the case of disagreement, a written decision will be issued by the school management. They will send the applicant the substantiated decision with information on legal recourse. The appeal period may be shortened in cases of urgency (e.g. compensation for disadvantages in the central entrance examination).

#### **4.5. Special regulations**

##### *Substantiation of the request*

Should a request be incomplete albeit sufficiently substantiated, provisional compensation for disadvantages will be granted as a precautionary measure and a deadline set by which the missing documents must be submitted.

A request shall be deemed to be sufficiently substantiated in particular if

- discrimination would be apparent without compensation for disadvantages,
- it is demonstrated that measures to compensate for disadvantages were put in place at the transferring schools,
- the accompanying expert report is obsolete or does not originate from a recognised assessment centre.

If a request cannot be materially assessed owing to a lack of substantiation, it will not be considered. Should it emerge, however, that the student would have been entitled to compensation for disadvantages, for example on the basis of a report submitted subsequently, this can be taken into account in the graduation decision (e.g. based on § 13 of the graduation regulations for secondary schools in the Canton of Zurich).

In the case of secondary school diploma examinations, the right to compensation for disadvantages must be proven unequivocally. A sufficiently substantiated request is therefore not sufficient grounds to grant provisional measures to compensate for disadvantages for these examinations.

#### *Continuity between measures in the classroom and measures in secondary school diploma examinations*

Measures to compensate for disadvantages granted in the classroom do not entitle the student to identical measures in the secondary school diploma examination. Secondary schools should, however, ensure the greatest possible continuity between measures to compensate for disadvantages in the classroom and in the secondary school diploma examination.

#### **4.6. Quality assurance**

The schools designate a "contact person for disadvantage compensation" (member of the school management or appointed teacher). They assume a coordinating and quality assurance role by ensuring the internal and external flow of information in compliance with data protection, evaluating the measures taken and documenting the practice of compensating for disadvantages throughout the school. They submit the documentation of the case numbers, including the associated diagnoses, to the Secondary and Vocational Education and Training Office every year.

It is recommended that the Secondary and Vocational Education and Training Office be consulted to ensure that comparable implementation practices are developed between schools for

- questions regarding measures to compensate for disadvantages in entrance or diploma examinations
- contentious, complex or far-reaching measures
- cost-intensive or complex disadvantage compensation settings



## 5. Final provisions

Issued by:	Management of the Secondary and Vocational Education and Training Office
Entry into force:	November 30th, 2020
Owner:	Secondary and Vocational Education and Training Office, Department of Prevention and Safety
Legal foundations:	Art. 8 para. 1, 2 and 4 of the Federal Constitution dated April 18th, 1999 (FC)
Replaced:	Swiss Federal Council Guidelines on the Granting of Measures to Compensate for Disadvantages at Cantonal Secondary Schools  dated July 1st 2011, version dated January 30th 2014
Modified on:	May 2nd, 2022
Modifications valid from:	July 1st, 2022
Modified by:	Management of the Secondary and Vocational Education and Training Office
Modified numbers	- 4.2