



**CAMBRIDGE
INTERNATIONAL
SCHOOL**
BRATISLAVA



Implementation Plan for the Standards for Compliance with the Prohibition of Segregation



Introduction

This plan is developed in accordance with the Standards for Compliance with the Prohibition of Segregation in Education and Training issued by the Ministry of Education, Research, Development and Youth of the Slovak Republic. Its aim is to ensure equal opportunities for all school students regardless of their ethnic, social, linguistic, religious or health status and to prevent any form of segregation.

Article 1 Identification and analysis of the current situation

When complying with the prohibition of segregation in education, the school proceeds according to the Standards for Compliance with the Prohibition of Segregation in Education (hereinafter referred to as the "Standards"), the text of which is part of the appendix to the School Handbook. The Standards are the basic rules, principles and procedures for preventing and eliminating segregation in education. Their application contributes to compliance with the principles of education and training according to the School Act in schools and school facilities. We define the Standards for Compliance with the Prohibition of Segregation in Education as the Standards of Attitudes and Values and the Standards resulting from the Definition of Segregation in Education and Training.

The organizational bodies of Cambridge International School (hereinafter referred to as the "School") consist of the Private Primary School CIS and the Private Secondary School CIS (Gymnázium), in which teaching is conducted in English, classes are heterogeneous and formed without any segregation criteria. The school supports the principle of equality and respect for diversity. The curriculum, assessment and approach of teachers are the same for all students.

The standards of prohibition of segregation are enshrined in the School Handbook.

The school has a school support team (special educator, school psychologist, teacher assistants), which supports students with SEN and gifted students.



Article 2

Goals and vision of the plan

The school's vision is built on the principles of equality, inclusion and cultural diversity. The school should be an inclusive, safe and fair space in which every student feels accepted, respected and has equal opportunities to succeed. The school wants to create an environment that supports the development of the potential of every student through these key elements:

Inclusive Environment

- Create an environment where every student feels accepted and respected.
- Support for special educational needs through individual plans.
- Support for language adaptation for new students.

Cultural Diversity as a Value

- Support multicultural activities that bring together students from different backgrounds.
- Educational activities focused on global citizenship, tolerance and intercultural dialogue.

Prevention of segregation

- Monitoring the composition of classes to avoid the creation of homogeneous groups based on origin or abilities.
- Prohibition of any practices that would lead to the isolation of certain groups.

Article 3

Steps to improve the current situation

Area	Measure	Description of Activities	Responsibility	Deadline
School Environment	Heterogeneous classes	When accepting students and forming classes, pay attention to balance.	School Leadership Team	Beginning of the school year, continuously during the school year
Student support	Buddy Tystem	School students help new students with integration and adaptation in the new environment.	Key Stage Coordinators	Beginning of the school year, continuously during the school year
	Support Team	Early diagnosis, preparation of individual educational plans, communication with parents and teachers	School Support team	Continuously
Prevention of segregation in the collective	Organization of educational activities for students to promote intercultural understanding, equality and social cohesion	Activities carried out during meetings with the class teacher, at school Assemblies.	class teachers, educational level coordinators, elementary and secondary school representatives	Continuously
Monitoring and Assessment	Self-assessment of the plan	Evaluate the implementation of the plan once a year	school principal, pedagogical council	June 2026



Článok 4 Support and Cooperation

The school will cooperate with institutions and organizations dealing with the given issue (NIVAM, VÚDPaP, ŠPÚ, RCPÚ, CPP, Inkluentrum, Ipčko) in implementing the plan. Support and cooperation will also be provided by the school support team, the admissions manager, and the key stage coordinators. Cooperation with parents will take place in the form of parent meetings or individual consultations.

The results of the Plan for the Implementation of the Standards for Compliance with the Prohibition of Segregation in Education will be included in the Report on Educational Activities, Its Results and Conditions for the Current School Year.

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Useful links:

Ministry of Education – professional materials on desegregation:

[Štandardy dodržiavania zákazu segregácie | Ministerstvo školstva, výskumu, vývoja a mládeže Slovenskej republiky](#)

(Standards for compliance with the prohibition of segregation |

Ministry of Education, Research, Development and Youth of the Slovak Republic)