

## Inclusive Education Policy for IB Diploma Programme at Bergen Katedralskole

This document is designed to communicate to all of our stakeholders – parents, students, teachers and administrators – the expectations for creating and maintaining an educational environment for all IB DP students as required by IBO and supported by BKS. It provides clear guidelines by defining appropriate vision, goals, and practices within the IB Diploma Program. This document also establishes clear responsibilities of all stakeholders.

### Introduction

Bergen Katedralskole (BKS) is a school owned by the County of Hordaland and governed Norwegian Education Law that states that every person in Norway between ages of 16 to 24 has the right to three years of upper secondary school or vocational education. All students who have been given access to the IB Diploma Programme meet the admission requirements and should be allowed to demonstrate their ability under working and assessment conditions according to their needs.

The IB Diploma Programme at BKS also supports the following policy of the International Baccalaureate Organisation (IB) about inclusive assessment arrangements. “The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or illness, including candidates with a learning difficulty.” To that end, BKS offers an array of accommodations for students found eligible to receive services. These individual needs may include but are not limited to specific learning disabilities, communication and speech difficulties, social, emotional and behavioral difficulties, physical challenges, medical challenges or multiple disabilities. Any faculty member can identify a student for evaluation and assessment.

In the majority of the cases, the students will not need more adaptation than the regular updates made by the teachers according to the adjustment needs given by the regular feedback on the students' development of performance in the class. In some cases however, standard assessment and working conditions would put students with special educational needs at a disadvantage by not giving them the opportunity to demonstrate their abilities. In these cases, special arrangements will be necessary in order to give them the best conditions to succeed.

### Personnel Involved

At BKS accommodation for students with special education needs are provided for by a team of dedicated professionals called BKS's Counseling Services. This team includes a Socio-educational advisor, an Education and career guidance counsellor, and a Minority Advisor. Additionally, a School Nurse is on the premises three days each week to meet solely with students on a drop-in basis. (Students may, however, request an appointment at any time.) This

team of experts are in close communication with the students' Personal Tutors and with the Head of IB DP as well as with Rector and PPT (Pedagogisk- psykologisk tjeneste). Furthermore, our school has a part time general psychologist assigned by the county.

## Procedures

Upon starting the IB Diploma Programme at BKS, students are placed in tutor groups with a Personal Tutor(s) who is also their teacher in at least one IB subject. These groups meet weekly during the school day to discuss issues of concern. The personal tutor also arranges an in-depth start-up interview with each student in her/his charge to discuss all pertinent issues: academic, social, emotional, psychological and physical. They then arrange a follow-up meeting towards the end of each term. Personal Tutors also hold meetings two times in each term with all teachers of the group to discuss general attitude of students, to spot any problems, actual or potential, and alert the Head of IB DP and the BKS's Counseling Services to any issues that may arise.

Also in the beginning of the school year, all students (and/or parents) report to the school's counselling service with necessary medical certificates. This service will follow up the students with special needs, in collaboration with the Head of IB DP and the teachers. The Head of IB DP will also communicate with the IBO and send the necessary application forms for Inclusive arrangement access related to the IB examinations. The school will give the student the educational and assessment needs stipulated in the medical certificate. In some cases, the diagnostic and the certificate stipulating the needs will be given by a Psychologist or the County's pedagogical and psychological counselling service (Pedagogisk- psykologisk tjeneste (PPT)).

Additional educational needs may appear during the school year. It is the responsibility of the student's teachers, the parents and the student himself/herself to inform the Head of IB DP about possible new inclusive arrangement needs. The Head of IB DP will be in contact with the school's counselling service and with the IBO on this new case. When a student is affected by a temporary disability or illness, the Head of IB DP will agree with the student on the arrangement that will help the student to go through this temporary challenging period. When necessary the Head of IB DP will confer with the school's counselling service. The Head of IB DP will inform the teachers concerned by the arrangement.

In case of long-term or permanent disability or illness and in case of learning difficulties, the school's counselling service will serve the students according to the guide published by the Norwegian Directorate for Education and Training (<http://www.udir.no/Regelverk/tidlig-innsats/Veilederene-i-fulltekst/Spesialundervisning/>). For special educational needs related to the IB Examinations, the Head of IB DP will serve the students according to the IB policy for diploma candidates with inclusive assessment access requirements (see document "Diploma Assessment Procedures, section B5 Inclusive access and B6 Candidates affected by adverse, medical or special circumstances").