Oslo kommune
**Utdanningsetaten**

Blindern videregående skole

# IB Policy for inclusive education

Blindern videregående skole is a publicly owned school under Norwegian Education Law that states that every person in Norway between the age of 6 to 19 has the right to primary, lower, and upper secondary school education. In addition, this document is based on the IBOs Access and inclusion Policy 2022. And further builds on the IBO's *Learning diversity and inclusion in IB programmes*[1]:

> *In all IB programmes, teaching is ... designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.*

All students who have been given access to either the MYP or the DP Programme meet the admission requirements and should be allowed to demonstrate their ability under working and assessment conditions in accordance with their needs.

In the majority of cases the support provided by the teachers through regular feedback will be sufficient for the students' development. School assessment should strive to be consistent, fairly administered, and transparent thus support all students. However, standard assessment and standard working conditions will not give students with inclusive educational needs the opportunity to demonstrate their abilities. In these cases, special arrangements will be necessary.

## Roles and structures

*The school leadership team*

The school leadership has the overall responsibility to oversee and coordinate the school's approach and work on inclusion and support for learning.

[1] IBO 2020:1

*Diploma Programme* coordinator

The DP coordinator's role in relation to inclusion and assessment needs begins with evaluating needs arising from admissions documentation to the DP and coordinating appropriate responses from the school to meet those needs.

The teaching staff and necessary members of the school community will be informed at the start of the school year and on an ongoing basis of the needs of individual students. During the course of the year, monthly meetings will be held (*trekantmøter* in Norwegian) between the DP coordinator, IB counsellor and contact teachers for the specific cohort to discuss and assess student progress, the effectiveness and appropriateness of inclusive assessment needs practices relating to the individual. This allows the school to evaluate and tailor the school's response to individual student needs.

*Middle Years Programme coordinator*

The MYP coordinator's role and structures are identical to the DP coordinators mentioned above. Coordinating the MYP staff, facilitating meetings and monitoring student progression are all part of the MYP coordinator's role. The coordinator shall also have responsibility for reviewing best practice and ensuring that the MYP programme at the school learns from these practices.

*IB counsellor*

The IB counsellor's role is to have contact with students, parents, and teachers in initiating, assessing, and supporting all aspects of a student's inclusion in the learning environment. The counsellor will attend all relevant meetings, have contact with all relevant support services and monitor development through contact with the student/family involved. Additionally, with the DP coordinator, the counsellor should review individual student inclusive arrangements and ongoing policy implementation. It is also the responsibility of the IB counsellor to formally refer students to other communal health and welfare offices as the need arises. This is in accordance with municipal guidelines.

*School health service*

The school health team comprises of two public health nurses and a psychologist. These health professionals are available to offer a wide range of support to students and parents. There are systems in place for regular meetings between the IB counsellor and the school health team. During these meetings information is shared, and student welfare programmes planned. In addition, the school has other members of the support staff who play an important role in supporting student welfare and inclusion. These include a physiotherapist, an addiction consultant and two school environment workers.

*Contact teacher*

The contact teacher's role is to follow up the student on a day-to-day basis, offer consistent follow up and meet regularly with the rest of the IB team and evaluate the effectiveness of the measures employed. The school recognizes the important role contact teachers play in being an important first point of contact for student support.

*Subject teachers*

The subject teacher's role is to monitor progress of inclusive measures and provide relevant feedback to the contact teacher and counsellor. The subject teacher's role also extends to adapting teaching methods and materials where appropriate and in collaboration with other team members.

**Inclusive Assessment Access**

Inclusive assessment needs could include some (but not exclusively) of these situations:

- Specific leaning issues, speech and /or communication disorders
- Significant issues in reading, writing, spelling, or manipulating numbers associated with issues in processing symbolic language (for example problems interpreting music notation, dyslexia, dyscalculia).
- Speech and communication disorders (for example, aphasia, dysphasia, articulation problems).
- Social, emotional, and behavioral issues. Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration, and violence.
- Physical and /or sensory conditions. Physical disabilities include a wide range of conditions that are not always immediately obvious but affect mobility.
- Sensory issues: hearing embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual includes difficulties with either the structure or function of the eye, affecting vision.
- Medical conditions. The most common being congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia, and other cancers.
- Mental health issues: A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.
- Recognising and supporting diversity in the student population in issues of ethnicity, gender, and sexual preference.

In the beginning of the school year relevant students complete a "Inclusive Educational Needs Form„ to be given to the school's counselling service with necessary medical certificates. This service will follow up the students with specific individual needs, in collaboration with the respective coordinators and the teachers. The school will communicate with the IBO and send the necessary application forms for inclusive assessment needs 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 diagnosis and the certificate stipulating the needs will be given by a psychologist or the County's' pedagogical and psychological counselling service [2]

Learning support needs may appear during the school year. It is the responsibility of the teachers, the parents, and the student themselves to inform the school about possible new special educational needs. The school will contact the school's counselling service and the IBO and inform about new situations.

When a student is affected by a temporary disability or illness, the school will agree with the student on the arrangement that will best support the student to go through this temporary challenging period.

In case of long-term or permanent disability or illness, or 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[3]. For special educational needs related to the DP Examinations, the school will serve the students according to the IBO policy for diploma candidates with assessment access requirements[4].

*Middle Years Programme 4/5*

The school has duties to support students in accordance with Norwegian legal requirements for a public school. The school recognizes and supports students who enter the IB MYP programmes from a wide range of educational backgrounds and systems. It is important for the school to identify and support students who demonstrate particularly strong academic ability. Equally, it is important for the school to support those students who face inclusive assessment challenges. This is especially important in choosing the appropriate mathematics course to ensure that students meet the appropriate challenge to their abilities and level. Additionally, the MYP coordinator should ensure an appropriate language choice that is best suited to the student.

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[2] Pedagogisk- psylcologislc tjeneste (PPT)

[3] Utdanningsdirektoatet, *Veilederen Spesisalundervisning,* (November 2017)

[4] IBO, *Diploma Programme Candidates inclusive assessment requirements (2017)*

*Diploma Programme*

Within the DP the school strives to offer support for students by enabling them to make reflective subject choices within the programme. These subjects should align with student aspirations and abilities. The process of making this choice should be started in MYP5 already. Students should be made aware of the consistency and new challenges the DP offers MYP candidates.

Students should be encouraged to challenge themselves with a balanced academic programme that is attuned to their needs and plans after the DP. Those students who present with specific a learning challenge where an inclusive assessment need is required should receive support as soon as possible upon starting the DP. At the earliest date a good dialogue should be established with all relevant parties including the IB inclusive access arrangements team to provide the best possible support for students.

*This policy has been developed collaboratively by the IB community at Blindern vgs and it is reviewed every year in January. Date of last update- January 11th, 2024.*

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