

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

This document is designed to communicate to all 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 an overview of the relevant regulatory framework and clear guidelines by defining appropriate vision, goals, and practices within the IB Diploma Program. This document also establishes clear responsibilities of all stakeholders.

### **Framework**

There are some specific regulations from the Norwegian education laws and the IB that informs our inclusion policy. These are:

- Opplæringslova §9A (the Norwegian education law §9A) gives all students in Norway the right to a “trygt og godt skolemiljø” (translated: “a good and safe school environment”). This right invokes certain routines at the school when the school suspects that a student does not have a good and safe school environment. The requirements for the school in such instances are listed in the law. The school policy in §9A-cases is applicable across all programs.
- Opplæringslova §1-3 (the Norwegian education law §1-3) gives all students in Norway the right to receive “tilpassa opplæring” (translated: “adapted education/teaching”). This law provides an obligation to schools to provide teaching that is accessible to a diverse student body. It is something that is both implemented in all classrooms through the teachers, and through extra teaching outside of class.
- Opplæringslova §5-1 flg. (the Norwegian education law §5-1 and following) states a right for students who do not have or cannot achieve satisfactory benefits from the regular educational offerings have the right to “spesialundervisning” (translated: “special education”). These are cases where the County’s pedagogical and psychological counselling service (Pedagogisk-psykologisk tjeneste (PPT)) work along side the school to determine an individual plan for the students with individual goals. The procedures for this is set by the county.

- Conduct of the examinations booklet 2024 (Cross country IB policy that is renewed every year). The policy lists what accessibility options that the school can provide during exams. As the exams are the same in every country, the school does not have additional or differing inclusion measures for exams than what is stated in the Conduct of examination booklet.
- The official IB Access and inclusion policy. The school ensures that our policies and practices align with what is expected from an IB school, stated in the Access and inclusion policy.

## **Introduction**

Bergen Katedralskole (BKS) is a school owned by the County of Vestland and governed by the 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.

When providing inclusive education, the goal is to identify and reduce or remove barriers to learning. In the IB Access and inclusion policy it is described as “(b)arriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment. (...) access and inclusion needs to be considered when it is observed that a learner is facing a long-term challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition that lasts for more than 12 weeks is usually considered chronic and the school should consider access arrangements for learning, teaching and assessment where required. Access arrangements should remove or reduce barriers that impact the educational journey of a student.”

To that end, Bergen Katedralskole 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 Bergen Katedralskole accommodation for students with special education needs are provided for by a team of dedicated professionals called the Counseling Services (in Norwegian: Elevtjenesten). This team includes a Socio-educational advisor, three Education and career guidance counsellors, and a Minority Advisor. Additionally, two school nurses are at the school 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' Contact teachers and with the Head of IB DP as well as with IB administration, the Principal 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 Contact teacher(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 Contact teacher 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. Contact teachers also hold meetings at least 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 may arise.

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 educational or social needs, in collaboration with the IB administration and the teachers. Any confidential documentation is to be securely stored in the school's archive program, "Elements". This ensures that the documentation only is available to those who need to see it upon request.

The IB administration at the school, including the Head of DP/Coordinator and an administrative advisor 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 accordance with the relevant procedures in the Conduct of examinations booklet. 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 (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.

For students who do not have or cannot achieve satisfactory benefits from the regular educational offerings they are entitled to “special education” (spesialundervisning), which as previously stated is a situation where the school along with County’s pedagogical and psychological counselling service (PPT) to determine an individual plan for the students with individual goals. The procedures for this is set by the county. As there is a new educational law expected to be in effect during the latter part of 2024, these procedures might change during the school year to ensure compliance.

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”).