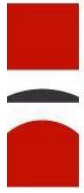




Access and Inclusion Policy

The IB Diploma Programme

Revision History	2
Notes:	2
Principles	3
Admission of candidates with diagnosed Special Educational Needs	3
Responsibilities	3
Definitions of special needs	4
Communication and interaction.....	4
Cognition and Learning.....	4
Social, mental and emotional health.....	4
Sensory and/or physical needs.....	4
Practice	4
Role of the mentor	5
Types of special assessment in the IB Diploma Programme	5



Revision History

Date	Action Taken	Responsible Party
Oct 2021	Procedures drafted	JSI
Oct 2022	Policies reviewed with V-team and implemented	MRJ
Jun 2023	Revised	MRJ

Notes:

- Resources: *Candidates with Special Assessment Needs*, International Baccalaureate Organization Cardiff: IBO (2009/2011)
- Next review: June 2025

Principles

Our aim is to maintain our focus on a more diverse and inclusive IB community by enabling access to an IB education

The International Baccalaureate Diploma Programme (IBDP) at Struer Statsgymnasium supports the principle of inclusion enabling all types of students to be successful, including students with special education needs. Students with 'special education needs' are defined as those who have the intellectual capacity to meet all curriculum requirements, but who have individual learning challenges that require special arrangements to demonstrate their level of achievement.

Admission of candidates with diagnosed Special Educational Needs

- Before accepting a student with special educational needs as a candidate for Pre-IB and the Diploma Programme, the coordinator and student counselor must be satisfied that the candidate has the intellectual capacity to meet all requirements.
- Careful consideration must be given to a candidate's choice of subjects, as some subjects may pose particular difficulties for a candidate with special needs.
- A support programme for the candidate must be agreed with the candidate and supporting agencies. If relevant, teachers must be consulted at an early stage in the candidate's study of the programme.
- The coordinator is responsible for collating the necessary documentation from support agencies and the IBO regarding requests for special assessment arrangements.

Responsibilities

The student counsellor is responsible for coordinating support for candidates with special educational needs. This may include meeting and coordinating with:

- parents
- teachers
- the school psychologist
- other medical agencies
- Youth counsellors for mentor support
- reading support counselors
- teacher/student mentors
- applications for support packages (e.g. IT support)
- providing information and relevant documentation to the IB coordinator to support applications for special assessment arrangements



Definitions of special needs

At Struer Statsgymnasium we distinguish between 4 broad categories of special educational needs:

Communication and interaction

This includes students with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia and dyscalculia, hearing impairment, and those who demonstrate features along the autistic spectrum.

Cognition and Learning

This includes students who, as a result of physical or mental challenges, demonstrate features of moderate, severe or profound learning difficulties.

Social, mental and emotional health

This includes students who may be withdrawn or isolated, disruptive, or disturbing, or those who are either hyperactive or lack concentration.

Sensory and/or physical needs

This includes students with sensory, multi-sensory and physical difficulties.

(It is important to note that, while all parties will strive to accommodate the special educational needs of the candidate, it is also necessary to keep in mind what we cannot do and determine whether the school can effectively meet the needs of an individual to the best possible standard available. If it is determined that we cannot, we strive to help the student find and access the institution best suited to their unique needs).

Practice

At Struer Statsgymnasium there is a close cooperation between the IB Coordinator, the student counsellors and the class teachers. Often the school knows in advance whether or not a student will have specific special educational needs. Sometimes, however, these needs are not seen or known of when the student begins their education at the school. Most frequently, the school is informed about special needs in the candidate's application to the school. In that case, student counsellors will meet before the beginning of the school year, sometimes with the applicant and their parent/guardian, to plan the actions to be taken in the coming school year. At other times, special needs are not known or informed to the school before the beginning of the school year. In that case, special needs may be detected by teachers or student

counsellors in their intro talks with the students. If a student is found to have special educational needs, different means of action may be offered:

Student counselling. The student counsellors may be able to work with the student on a one-to-one basis and assist the student in achieving the means to develop academically, socially or emotionally.

Coaching: The school's three coaches work with students who are in need of extra attention. They are trained to work with students who face academic, social and/or emotional difficulties due to one of the four above-mentioned special educational needs.

Psychologist: Struer Statsgymnasium has an arrangement with a psychologist who comes to the school once a week. Students may have up to five consultations per school year that are paid by the school. Consultations with the psychologist can be arranged after having had talks with the student counsellor, and it is the student counsellor who assesses the need for the student to move on with a psychologist.

Reading counsellor: The school has the means to check students for dyslexia and dyscalculia based on teachers' response. The school offers special equipment (computers and programs etc.) to assist in student assessment.

Homework cafes: Struer Statsgymnasium offers students help with homework after classes. Twice a week a teacher is available for consultation in specific subjects.

The above-mentioned measures have been institutionalized over the past app. 10 years. The school sees it as a means to help students stick with and finish their education.

Role of the mentor

Since 2022 the school offers IB students talks with a mentor. The mentor is also a member of the teaching staff and collaborates closely with the IB student counselor and the existing mentor team at Struer Statsgymnasium. Students are referred to the mentor either directly by teachers or through the student counselor.

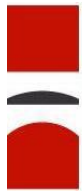
The role of the mentor is to work with individual students through sessions. Students can be referred to the mentor for emotional support or talks about how to maintain motivation and a positive commitment to school or friends.

Types of special assessment in the IB Diploma Programme

Additional time: May be authorized for written examinations and for certain activities connected to internal assessment. Usually 25% more time is allowed for the candidate.

Rest periods: A candidate may be allowed supervised rest time, during which the candidate is not allowed to work on the examination.

Information and communication technology: Candidates may be allowed to use a computer to respond to a written exam. Only technology allowed by the IB may be used in any one particular written exam.



Scribes: A scribe is a person who writes down the dictated response of a candidate for external and/or internal assessments/exams if the candidate is unable to provide a response by hand or by computer.

Readers: A reader may read the examination paper and the candidate's response out loud. The reader must not explain or help in responding to the question/exam.

Communicators: For hearing impaired students a communicator is able to convey information through the use of lip-speaking, finger-spelling or sign language and may be used during examinations.

Prompters: For candidates with neurological or cognitive disabilities resulting in a severe attention problem, prompters can ensure that a candidate is paying attention to the examination.

Modifications to examination papers: For candidates with visual or hearing issues, modifications can be made to examination papers (braille, special print etc.).

Audio recordings of examination papers: The IB may provide an examination paper on a CD but is a limited service and only for exams with no visual material (illustrations, diagrams, tables or sketch maps).

Audio recordings of responses to examination papers: If a candidate is unable to make a handwritten or word processed response to an exam question (and a scribe is not a viable alternative), a candidate may be allowed to give an audio recorded response to an exam question.

Transcription: Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.

Alternative venues for examinations: The IB may authorize a candidate to take an exam at home or in hospital if the candidate is too ill to attend school, but only if medical advice supports this decision.

Extensions to deadlines: In cases of illness or accident that prevents a candidate from completing work in time for the coordinator to submit the work to the extended time may be authorized.

Assistance with practical work: For candidates with a physical disability the IB may authorize the candidate to have assistance with practical work (often confined to the requirements of internal assessment).

The IB coordinator and student counsellors at Struer Statsgymnasium must be contacted if any adverse situation should arise during the course of the education. That way the IB coordinator will be able to contact the IB for guidance.