

Lillestrøm videregående skole IB Diploma Programme Access and Inclusion Policy

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring – We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced – We understand the importance of balancing different aspects of our lives— intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Introduction and purpose

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 would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized (IB Assessment procedures 2023).

To take care of our students, it is also important that the schooltime before the final exams also considers challenges students have. This policy describes how we adapt teaching, lessons and assessment from the students start in DP1 until they have their final exams in DP2 to meet different challenges for our students.

This policy describes procedures that will meet the requirements from Diploma Assessment procedures 2023, Access and inclusion policy (2 different, issued for for Nov 2022 and May 2023, and version from Nov 2022), the Norwegian Education act and procedures from the school.

Procedures for Lillestrøm videregående skole

It is of great importance for Lillestrøm videregående skole that we know our students well and meet any challenges our students experience. We have different meeting areas where we can discuss and discover these challenges.

In Lillestrøm videregående skole we focus on the team around the student. There is a close cooperation between subject teachers, form teachers, Head of departments, Deputy head of department with responsibility for special needs education, Head of school, counsellors and school nurse to make sure that the student is taken care of, both in getting the possibility to reach their academic potential and for their well-being. We have different cooperation and meeting areas in school to make sure we meet both requirements and expectations from different stakeholders.

Procedures from the school also meet the requirements from the Norwegian Education Act: [Act relating to Primary and Secondary Education and Training \(the Education Act\) - Lovdata](#)

Form teacher:

- Starting interview (individual) with all students the first week of school
- Additional individual interview once per term
- Weekly meeting with the whole class
- Follow up individual students when needed.
- Bimonthly meeting with Head of IB department and counsellor where we discuss challenges for individual students, as low grades, absence, well-being or other challenges.
- Meetings with parents or legal guardians for students under 18 years of age

Subject teachers:

- Focus on getting a safe class environment and good relations to students.
- Monitors the development for the students both through class activities and assessments.
- Adapt the teaching and assessment to students with individual needs, both from own observations and from directions given from the counsellor or Head of department.
- If the teacher is concerned about the development for a student, the teacher should discuss this with the student and send a form to the Head of IB department to raise the concern.
- Test access arrangements in subjects where it can be relevant
- Meetings with parents or legal guardians for students under 18 years of age

Head of IB department/IB coordinator:

- Follow up students where Form teacher or Subject teachers are concerned.
- Monitor absence and grades for individual students in the school system Visma in School and call for a meeting with students in case of high absence or low grades. If necessary, involve parents/legal guardians if the student is under the age of 18.
- Arrange bimonthly meetings with Form teacher and counsellor.
- Biweekly meetings with Deputy Head of school, counsellor and educational and psychological counselling service (PPT) where needs for special education for IB students are discussed.
- Biweekly meetings with Head of school where one of the matters on the agenda is challenges for students.
- Arrange meeting for all teachers in class for each class once every term. The agenda here is class environment and how to follow up individual students.
- Get documentation like medical certificates or pedagogical reports where an application for access arrangements is considered.
- Apply to IB for access arrangements in the exams (see details under IB Access and inclusion policy).
- Make a plan for exams that take into account all access arrangements for individual students.

IB Access and inclusion policy

Inclusive access arrangements may be necessary due to

- Long-term learning support requirements
- Temporary medical conditions
- Additional language learning

Access arrangements must not only apply to students during summative IB assessment but also be available throughout the course of the study, as described in the school policy. Any arrangements applied for must be tested in class before submitting the application.

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions
- additional language learning

Special arrangements may include (for full list, look at IBs access and inclusion policy)

- Additional time – 10%, 25% or 50%
- Rest periods
- Word processor – w/w.o spell check
- Scribe
- Readers
- Communicators
- Modifications to examination papers or assignments
- Transcriptions
- Extensions to deadlines
- Specialized testing environment
- Appropriate seating

Deadline for application for the IBDP coordinator is 15 November the year before the exam in May. For challenges known from the beginning, documentation should be submitted as soon as possible, and before 15 September in DP2. For challenges that is discovered during the two years of Diploma programme, the documentation should be submitted as soon as possible.

For more details, see Access and inclusion policy.

This policy was reviewed and updated by the DP Coordinator, Heads of departments and Head of school in January 2023.