

Inclusion Policy for the IB Diploma Programme at Nesbru videregående skole

Introduction

Nesbru 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, Nesbru's Inclusion Policy is based on the IBO's Access and Inclusion Policy 2022, and further builds on the IBO's publication Learning diversity and inclusion in IB programmes (2016) which states:

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers."

Nesbru vgs is fully committed to creating an environment that:

- removes barriers that prevent learning and assessment,
- values diversity,
- affirms identity,
- enables IBDP candidates to pursue their personal and academic goals.

To these ends, Nesbru vgs has implemented this policy which details how the school identifies, documents, and supports IB Diploma Programme (IBDP) candidates who have special educational needs or who experience adverse circumstances, in full alignment with current IB regulations and publications.

Guiding Principles

- **Equity & Integrity:** All DP students must demonstrate the same assessment objectives; any access arrangement must support the candidate without lowering IB standards.
- **Early Identification:** Needs are identified as early as possible—ideally during admission to the IBDP—to ensure timely support.
- **Feasibility:** Arrangements are provided when practicable within IB rules and the school's resources.
- **Collaboration:** Students, guardians, teachers, counsellors, the Nesbru Special Needs Team (PPT), and the DP Coordinator share responsibility for successful implementation.

Key IB Publications and Relevance

IB Publication	Relevance
Access and Inclusion Policy (2022)	To understand the standards set by the IBO so all students can fully participate in their IB

	education, and to formulate best practices to this end in the school environment
<i>Learning Diversity and Inclusion in IB Programmes: Removing Barriers to Learning</i>	To understand how the IBO supports schools in structuring and developing the practices of inclusive education, and to develop school policies and practices that foster an inclusive environment for DP candidates at Nesbru vgs
<i>Meeting Student Learning Diversity in the Classroom</i>	Identification tools, strategies and resources for teachers and leaders to better understand and aid students with different needs

School Responsibilities

Access and Inclusion Phases and Actions

Phase	Actions
Admission	<ul style="list-style-type: none"> • Follow Nesbru VGS Admission Policy. • DP Coordinator consults counsellors & class teachers when applicants disclose needs. • A need for access arrangements never excludes a student unless the required support is beyond the school's capacity or IB regulations.
Programme Implementation	<ul style="list-style-type: none"> • Develop individual classroom strategies (e.g., seating, use of ICT, internal-deadline calendar, extended test time, pastoral support) • Ensure students have access to school counselor, nurse, and/or psychologist as necessary, and refer them to community health or mental health services as needed
IB Assessment	<ul style="list-style-type: none"> • DP Coordinator gathers documentation, applies to the IB for access arrangements, and implements authorised measures in examinations.

	<ul style="list-style-type: none"> The school may not alter IB assessment standards.
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Applications for Access Arrangements

Definition	Required Documentation	Typical Examples
Long-term / permanent condition	Detailed report from qualified medical / psychological service stating educational impact	ADHD, ADD, dyslexia, chronic illness, physical impairment, anxiety, depression, eating disorder, gender dysphoria, PTSD, other psychiatric illness
Temporary medical condition	Current medical note or certificate	Broken limb, concussion
Adverse circumstances	The DP Coordinator must apply to the IB for special consideration within 10 days of the exam or final deadline, submitting a statement and evidence. If approved, the IB will adjust the affected assessment—but only so the student is not disadvantaged, and not advantaged, compared with other candidates.	Bereavement, family crisis, acute illness, traumatic events

Common IB-Authorised Arrangements

Arrangement	Outline
Additional time	Up to 25 % (15 min per exam hour)
Supervised rest periods	Off-task rest that does not reduce working time
Word processor	Computer for written papers

Scribe / Reader	Human assistant when justified
Other arrangements	May be authorised per IB policy

Related Nesbru VGS Policies

- Admission Policy – procedures for entry and initial consideration of special needs.
- Academic Integrity Policy – expectations remain identical for all candidates.
- Assessment Policy – describes internal assessment practice and deadline management.

Review Cycle

This policy is reviewed annually by the DP Coordinator, Senior Leadership, the IB counsellor and class teachers to ensure continued alignment with IB updates and Norwegian legislation.