



Sandefjord
VIDEREGÅENDE SKOLE

Inclusion Policy

IB DEPARTMENT



Sandefjord Videregående skole is a state school run by the County of Vestfold and governed by the Norwegian Education Law. That states that all individuals are entitled to completing secondary education. It is the school's duty to create room for all students to develop academically and flourish as a whole person once they have been offered a study place and as such have met the admission requirements stated by the County. That includes all students with inclusive needs.

As a part of a state school the IB department is due to handle according to the Norwegian educational rules. In addition, the school's IB Inclusion policy is based on the *IB Access and inclusion policy* (IBO,2022), *Learning diversity and inclusion in IB Programmes* (IBO, 2020) and *Meeting student learning diversity in the classroom* (IBO, 2019)

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. (IBO,2020, p.1)

The IB defines inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (IBO,2022, p.2) and says that “inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.” (IBO,2022, p.2)

Inclusion in the IB Department: Philosophy and Principles

The IB Department strives to be a place where everyone regardless of background or culture can be an active part of the community and contribute to our common learning environment. We aim to assure students equal opportunities to learn and develop according to their needs and ambitions.

A safe physical and psychological environment, with a focus on social well-being is essential for learning processes and academic achievement to take place. Students must feel safe, be able to ask questions, partake in class activities in an open and relaxed way.

Approaches to teaching and learning is central for all cognitive skills and should encourage students to view learning as a means of generating motivation. Ideally this should encourage students to “set learning goals, ask good questions, self-interrogate as they learn, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary.” (IBO, *Approaches to teaching and learning in the Diploma Programme*, 2019, p3). Teachers are expected to focus on: thinking skills, communication skills, social skills, self-management skills and research skills. Each of these skills merge and help both learner and educator promote development and independent learning through students' agency. That is crucial at an inclusive minded school as active students will be able to express own needs and as such

facilitate the teachers' effort for differentiation and more inclusion.

Create an inclusive learning and social environment is a shared responsibility that involves leaders, teachers other staff members and students. However, teachers have a specific and crucial role as most of the interactions taking place at the school happen in the classroom during teaching and learning experiences. The IB Guide for *Learning diversity and inclusion in IB programmes* (IBO,2020) can be used as a tool to develop practices of inclusive education.

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.

Head of IB Department

The Head of IB Department'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 Head of IB Department works closely with the school's counsellor in charge of IB students.

The teaching staff will be informed at the start of the school year and on an ongoing basis of the needs of individual students. During the school year, weekly follow-up meetings are held (*tett-på møter* in Norwegian) between the Head of IB Department and the counsellor in charge of IB to discuss and assess student progress, the effectiveness and appropriateness of inclusive assessment need practices relating to the individual. Contact teachers for the different cohorts are invited to join when needed. This allows the school to evaluate and tailor the school's response to individual student needs.

School's counsellor in charge of IB

The 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 Head of IB Department, 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 County's guidelines.

School health service

The school health service team comprises of three public health nurses who are available to offer a wide range of support to students and parents.

Student Support Service

The school provides equipment and staff to students with individual inclusive learning and assessment needs, whether the needs are mental or physical.

Those 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 behavioural 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, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukaemia, 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.
- Recognizing and supporting diversity in the student population in issues of ethnicity, gender, and sexual preference.

The Student Support Service (*Elevtjenesten* in Norwegian) is the department at school that attends to individual inclusive learning and assessment needs. To accommodate student learning challenges, the school provides support from a team with various specialized professionals, such as two social care workers, a minority language and minority culture adviser, a special needs and inclusive arrangements coordinator, eighteen assistants, a sign language worker, pedagogical and psychological team of three (*pedagogisk-psykologisk tjeneste* in Norwegian - [PP-tjenesten \(PPT\) | udir.no](#)), six social and careers counsellors and three ex-policemen working with preventive work.

Contact teacher

The school recognizes the crucial role contact teachers play in being an important first point of contact for student support. The contact teacher's role is to follow up individually the group of students they oversee (an average of 20) on a day-to-day basis, offer consistent follow up and inform the Head of IB Department about any change in a student's situation that may need individual inclusive needs. The contact teacher gathers feedback from the subject teachers and take part in evaluating the effectiveness of the measures employed.

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 includes adapting teaching methods and materials where appropriate and in collaboration with other team members.

Ongoing inclusive support to students

Support before the start of the DP

The school strives to offer support for students by enabling them to make reflective subject choices within the programme where subjects should align with student aspirations and abilities. The process of making this choice should be started the year before, at the time student prepare their application to the DP. Students should be made aware of the consistency and the specific challenges the DP offers to year 11 candidates.

Students should be encouraged to challenge themselves with a balanced academic programme that is attuned to their needs as well as their plans after the DP. Those students who present with a specific 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.

Physical support in classroom and surrounding areas

All classrooms are equipped with projectors with screens for the benefit of all students. In addition, there are smaller group rooms with big screens attached to the classrooms for students who need to spend some or all of the class time in a separate room. The Student Support Service provides loudspeakers and microphones for the hearing impaired.

General learning and social support

Students receive several help services to provide for their inclusive learning needs throughout the DP. All laptops available for students are equipped with software / apps that support inclusive learning needs. It also includes the extended version of the app *Lingdys* for dyslexic students.

Homework assistance in diverse subjects is offered every Thursday two hours after school.

All IB teachers have a specific release time given for tutoring students. Tutorials allow teachers to address specific learning support of each student.

Every other Tuesday, there is a social inclusion activity happening (*Greia etter skolen* in Norwegian) where students are encouraged to take part in activities, such as cooking, ping-pong tournaments, volleyball, 3D printing, Christmas workshop.

Communication with IBO services on individual inclusive learning and assessment needs

It is the responsibility of the Head of IB Department/DPC to communicate with IB services on specific candidates' individual inclusive learning and assessment needs.

In the beginning of the DP year 1 relevant students complete a "Inclusive Educational Needs Form" with necessary medical certificates. The Head of IB Department communicates with the IBO, applies for inclusive access arrangements and sends the necessary supporting documentation.

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 (PPT).

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 happening during the school year, the school will agree with the student on the arrangement that will best support the student to go through this temporary challenging period.

When a student is affected by a temporary disability or illness happening during the examination session, the Head of IB Department will contact IB adverse circumstances.

This policy has been developed collaboratively by the IB community at Sandefjord vgs and is reviewed every year in January. Date of last update - January 3rd, 2025.

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