

# Access and Inclusion Policy

Senja videregående skoles Access an Inclusion Policy

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# 1 Mission statement

We, Senja videregående skole, find it important to give a varied educational offer. A diverse body of students gives the opportunity to an exciting and developing learning environment for both students and teachers. We will, through good dialogue and a respectful positive attitude, create a good working environment.

We want to facilitate our students in obtaining the best results possible. We will continuously work in developing and practicing a range of teaching and learning methods that contribute to each student receiving an education that is suited to his or her aspirations, abilities and needs. Our students are important contributors in our planning and are given responsibilities and duties.

Dialogue and cooperation are important features of our teaching and learning environment. We place our students in the core of our thinking. Our students are active contributors, and our teachers are inspiring, monitoring, knowledgeable pedagogues who are well-respected.

Senja videregående skole's pedagogical platform is based on our slogan "MMS":

**M**  
**Mangfold**  
**(Diversity)**

**M**  
**Mestring**  
**(Excellence)**

**S**  
**Samhold**  
**(Unity)**

**Diversity** through an international school environment by respecting other people's values and traditions.

Diversity also means that each and every one of us is unique and that people with their differences can also be right.

**Excellence** through strong academic tradition; by maintaining high standards (highly qualified teaching staff as well as high academic achievement standards); by helping and aiding students to achieve their academic goals through focusing on approaches to teaching and approaches to learning.

**Unity:** Senja videregående skole wants to be a school with good relations between all groups in our organization. We interact with each other in a positive manner. We focus on bringing people together and creating good learning environments with emphasis on student democracy.

As learning community, we develop individuals and groups in the school environment as inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflected.

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Focusing on academic progress and success within the educational programme of the IB, is a part of promoting excellence and thus maintaining high standard in the teaching and learning. We know that our students come from a diverse background academically and socially, we therefore need to pay attention to special needs of the individual student and the group of students.

The basis for all teaching and learning is that it is customized the learner. Close student monitoring with focus on approaches to teaching and learning will cover many of the students' needs in the classroom. If the conditions are of a kind that creates a disadvantage for the learner, inclusive arrangements must be made in order to create equal access and fairness. All inclusive arrangements are based on educational evidence collected by teachers in addition to psychological/psycho-educational/medical documentation. All arrangements made are done in cooperation with the student and his/her legal guardians if the student is minor (under the age of 18).

Students in our school come from a number of different cultures and countries and have many different mother tongues. The IB students use English as a Lingua Franca, still they speak more than 10 different languages. According to the school platform of learning, we do not see this as a problem, rather as a challenge and an asset to the diverse learning environment. Every person between the ages of 16-19 living in Norway has the right to three years of high-school or education in the apprentice system, leading to a professional competence or an exam on the level of baccalaureate. This means that in practice, all youth of this age go to school. Given such a diverse body of students, there will be situations where students have special needs and the school has to adapt to those, in order to give all students the possibility to obtain the best results possible as well as maintaining the integrity of the assessment. All arrangements are individualized, evaluated, and monitored. The arrangements may change over time as some conditions that required the arrangements might also change.

## 2 Student Service Elevtjenesten

Our school is organized around the student and the needs of each student. The IB student has a Head Teacher who has the overall responsibility of a class and the individuals of this class. He or she is the mediator between the student and the other bodies in school environment, the parents and the school management. The Head Teacher is responsible for the running of the IB Learner Lessons especially organized for developing the student group and the individual (see separate document). This also includes students with special needs.

From "Key information":

*"If there are special circumstances or special needs that affect the student in his/her academic performance or attendance, these should be first communicated to the Head teacher, then to the school counselor. Whenever there are special circumstances, a good and open dialogue is important. The school counselor will make special arrangements for the student in cooperation with the IB Coordinator in accordance with Rules and Regulations of the IB and the County. The school management in cooperation with the school counselor can then admit students under special circumstances to Year 2 (VG3) and/or apply for special assessment arrangements if applicable. "*

The "student service" – a model that is student centered involves

**Nærværsteamet** - "Presence Team" is part of student service, consisting of the school health-care service (school nurses and the psychiatric services for children and young people (BUP)), and Oppfølgingstjenesten (OT) – "the Monitoring Service" - the county's advisor for youths not using their lawful right to post 16 education i.e. students who are not enrolled at an educational institution or are at the brink of dropping out of education. All arrangements are treated with confidentiality.

The purpose of organizing these services in a team is to enable close monitoring of young people and prevent students from dropping out of school during the three years of post 16 secondary education.

The team works closely together with the head teachers about individual students whenever they encounter a problem – academic, medical or social. We are closely connected to the PPT (Practical Pedagogical Service) – The County's specialist service in the field of facilitating education for students with special needs. The Nærværsteam also enjoys a close cooperation with the school's boarding facilities.

The school has a good and close cooperation with BUP (Psychiatric services for children and young people), PPT (Practical Pedagogical Service).

### 3 Examples of how we can facilitate

#### **Physical disability**

Special needs because of physical disability – lasting or temporary - can be students that are

- Deaf, have impaired hearing or use hearing aid
- Blind or have impaired vision
- Have any kind of physical mobility problem

The school has universal access to all the learning facilities such as library, language laboratory, science laboratories, film rooms and classrooms. Students with mobility problems are equipped with internal telephone so that they can get in contact with staff at any time if necessary.

Whenever a student uses hearing aid, the most frequently used classrooms will have loop installed and the teachers will use microphones. Interpreters of sign language are used if necessary – for example during exams.

Students with impaired vision will as far as possible be equipped with audio books.

#### **Temporary injuries or conditions that demands special transportation**

A student that for some reason is unable to walk has the right to transportation to school paid by the county. We have a good cooperation with the county and the local taxi company to organize transportation like that whenever a student is injured during sport events or exercise, or by any accident in or out of school.

#### **Special needs because of mental and social problems**

We have a school nurse that gives advice and helps the students with any health problem. Students that have the diagnosis dyslexia are provided with audio books and correcting programs installed in their personal computers, and they are allowed produce text on the computer during mock exams and school writings. Written information in connection to tests and mock exams may be read aloud to the students in a separate room next to the exam room. Some of the known learning disabilities like dyslexia and dyscalculia can be hard to detect when learning in a foreign language. The school has a regular and continuous cooperation with the PPT (Practical Pedagogical Service), which serves all the students and apprentices in the county. Their service is mostly aimed at supporting and guiding the school in its work of meeting the challenges of special needs, but they also do scanning and tests to diagnose learning disabilities. In cases of psychological problems of any kind, the school has a good relation to the local BUP (Psychiatric services for children and young people). The school counselor and career advisor is in continuously dialogue with both these services.

#### **Hospitalized students**

When a student is hospitalized for some time, the school can make arrangement with the Hospital school (SMI-skolen). They provide rooms and opportunity to study for long-term patients, and they can in some cases offer teaching as well. Our students are to a great extent doing essays and self-study, and in cases of longer stays in hospital, the teachers and the student make plans for the study progress during the stay.

## Inclusive Assessment Arrangements

Inclusive assessment arrangements are made for students with

- Learning disabilities
- Special learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavior challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues.

The inclusive assessment arrangements should be a continuance of arrangements made in class for students with special needs. Therefore, special needs must be communicated to the school as early as possible to achieve the best arrangement for the student and hence the best obtainable academic results for the student. In order to have special assessment arrangements, supporting documentation in English must be submitted to the school (medical/psychological/psycho-educational documentation). Based on the documentation, the school will make arrangements in accordance with the IB Rules and Regulations. Requests must be submitted to the school before 10<sup>th</sup> November, 6 months before the written examination.

Examples of possible arrangements:

- Access to additional time, extra time, extension to deadlines
- Rest breaks during assessment
- Deferral, extensions, seating, separate room, alternative venue
- Reader, access to reading, sign language interpreters, access to writing, a scribe
- Care assistant, prompter, communicator, practical assistant
- Medication, food and drink
- Changes to print on examination papers or printing on coloured paper
- Access to electronic examination or modified papers
- Speech recognition software, transcriptions
- Reading software

Sources:

*“Access and inclusion policy”*, International Baccalaureate Organization (UK) Ltd. Cardiff, Wales: October 2018.  
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*“Adverse circumstances policy”*, International Baccalaureate Organization (UK) Ltd. Cardiff, Wales: August 2021.  
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*“Diploma Programme Assessment Procedures 2022”*, International Baccalaureate Organization (UK) Ltd. Cardiff, Wales: 2021. Print

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