

Special needs policy for the IB Diploma Programme at Nesbru videregående skole

Nesbru videregående skole offers the IB Diploma Programme to students of all backgrounds who fulfill the entrance requirements and who would benefit from this challenging program. However, some students may be faced with extra challenges to their learning or to the assessment of their learning. These challenges may be due to learning disabilities, physical disabilities, special educational or assessment needs, or a result of adverse circumstances.

All students in the Diploma Programme must be able to demonstrate their levels of achievements in the different course components that constitute the foundation for assessment in subjects. While accommodations to the classroom practice and local assessment situations and extensions to internal deadlines can be made during the two years of the programme, the same standards of assessment apply to all Diploma candidates, regardless of whether they have special educational needs. Nesbru videregående skole will accommodate students with special educational needs whenever feasible and in accordance with IB procedures and practices.

Relevant International Baccalaureate publications

IB publication	Contents
<i>General regulations: Diploma Programme</i>	Legal document that sets forth the relationship between the IB and IB students and their legal guardians
<i>Candidates with assessment access requirements</i>	Policy and information about arrangements for candidates with assessment access requirements
<i>Meeting student learning diversity in the classroom</i>	Designed to identify specific learning needs, offer information and suggest teaching strategies and resources

Responsibilities of the school

The responsibility of the school begins when the students applies to the IB Diploma programme. The admission process for enrolling students in the programme is outlined in the Nesbru videregående skole's admission policy. As indicated in the policy, the school assesses the applicants' academic achievements, background, and motivation when deciding whether to admit students into the programme. Where applicants indicate that have need of special educational arrangements due to learning disabilities or physical and/or psychological conditions, the IBDP coordinator confers with the school counselors and the special needs team to identify the arrangements that can be put in place to accommodate the student if admitted into the

programme. A candidate's needs for special arrangements is not part of the considerations when deciding whether to enroll a candidate into the programme unless the arrangements needed are outside of what the school can accommodate. The decision is made collaboratively between the IBDP coordinator and the special needs team after ascertaining the student's condition and what special arrangements this condition necessitates. The IBDP coordinator, after communicating with IBO when required, decides on whether the required special arrangements can be accommodated within the IB practices and procedures, and guides the applicant accordingly.

Once accepted into the IB Diploma Programme, it is the responsibility of the school to identify and meet the individual needs of students enrolled in the school if practically feasible within the requirements of the IB practice and procedures. For students with identified educational needs the IBDP coordinator will consult with school counselors, the special needs team, contact teachers and all relevant subject teachers to decide on relevant classroom and teaching arrangements to meet these needs.

Examples of such arrangements can be:

- the development of an individual assessment calendar with extended deadlines
- seating arrangements in the classroom
- communication and feedback arrangements
- extensions to test time or other special arrangements on internal tests and assessment situations
- use of computers or other technical aides as needed
- additional academic or pastoral arrangements.

Additionally, the IBDP coordinator will communicate with the IBO, and apply and arrange for appropriate special arrangements on the final examinations for the candidate according to the arrangements available for these examinations. However, the school cannot make alternative arrangements to the standard of assessment of the candidate as the same standards are applied to all candidates.

Responsibilities of the student and parents/legal guardians

The student and the parents or legal guardians are responsible for providing the school with all necessary information and documentation regarding the student's condition and special needs. It is important that students and parents or legal guardians make special needs clear early in the admission process and discuss the matter with the IBDP coordinator as well as the school counselor and the special needs team. Documentation should be provided in Norwegian for internal special arrangement decisions and in English for special arrangements that apply to final examinations.

Applications for special arrangements

1. A learning support requirement is defined as any permanent or temporary requirement that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately. For students in the IB Diploma programme, the formal application to the IBO for special arrangements in the final examinations or internal or external assessed course components is made as soon as the need is identified. Normally, such application should be completed late in the first year of the programme or early in the final graduating year by the IBDP coordinator. The application should specify exactly what arrangements are requested and these requests should be justified by the required medical or pedagogical documentation.

Generally, there are two types of conditions that may be the cause of special needs arrangements: temporary conditions and long-term or permanent conditions. The types of documentation required for the different conditions are:

Type of condition	Required documentation
Temporary medical condition	A note or certificate from a medical practitioner
Long-term or permanent conditions	A detailed report from a medical or psychological service. Documentation should include a statement about the impact on learning.

Examples of conditions that may require requests for special arrangements can include:

- Chronic conditions such as epilepsy, diabetes, asthma/allergies, migraines
 - Severe medical conditions such as cancer
 - Attention deficit disorder (ADD)/ attention deficit hyperactivity disorder (ADHD) or autistics spectrum disorders
 - Issues in reading, writing, spelling or manipulation numbers with issues in processing symbolic language (dyslexia, dyscalculia)
 - Motoric deficiencies
 - Physical impairments
2. Alternatively, candidates may be affected by adverse circumstances. Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance. Such circumstances may include severe stress, exceptionally difficult family circumstances, bereavement, injury, illness, or events that may threaten the health or safety of candidates. Any application for special consideration in cases of adverse circumstances must be submitted to the IBO by the IBDP coordinator on behalf of the candidate within 10 days of the completion of the assessment component (examination or final submission deadline) and must be accompanied by a statement from the IBDP coordinator as well as by appropriate evidence. If the IBO accepts that the performance of the

candidate has been affected by adverse circumstances, special consideration may be given in the assessment of the affected component provided that this does not give an advantage in comparison with other candidates as specified in the general regulations of the Diploma programme.

Arrangements requiring authorization

Requests for special arrangements are submitted to the IBO by the IBDP coordinator on behalf of the student(s). Some of the special arrangements most commonly authorized include:

- **Additional time:** usually up to 25% extended time is allowed for the candidate. This gives a candidate 15 additional minutes for every hour of examination.
- **Rest periods:** supervised rest time may be allowed. During rest time the candidate is not allowed to work on their examination. Rest time is not counted towards the total time allowed in examinations and be given in combination with additional time in some cases.
- **Access to word processing software:** a computer may be allowed to type the answers to examinations instead of writing by hand. This arrangement is normally only helpful in examinations are required to write long written responses.
- **Access to a scribe:** a person reading the texts and questions on an examination paper may be allowed for students in some cases.

Links to other school policies

The admission policy of Nesbru videregående skole states the process for admission and the accommodation of students with special needs.