**IB Diploma Programme Access and Inclusion Policy**

**Gimnazija Kranj**

Head of Gimnazija Kranj Aljoša Brlogar

IB Diploma Programme coordinator Nataša Kne

School counsellors Tanja Varjačič and Eva Gašperlin

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**The value of knowledge is in sharing.**

**Znanje deliti, pomeni svet razsvetliti.**

# Gimnazija Kranj mission statement

The aim of the IB Diploma Programme at Gimnazija Kranj is to educate young people in academic excellence and open-mindedness. Gimnazija Kranj provides solid, well-rounded education and aims to form caring, ambitious and positive young people who share a global perspective and responsibility for the humanity and the planet Earth. As educators we help students to develop their potential and encourage them to entertain their ideals and find their way in life.

# Poslanstvo mednarodne mature na Gimnaziji Kranj

Cilja programa mednarodna matura na Gimnaziji Kranj sta akademska odličnost in odprtost. Mednarodna matura zagotavlja trdno, vsestransko in poglobljeno izobrazbo ter oblikuje skrbne, ambiciozne in pozitivno misleče mlade ljudi s svetovljanskim pogledom na svet, ki se zavedajo, da so odgovorni za sočloveka in planet, na katerem živijo. Učitelji pomagamo dijakom razviti njihov potencial in jih spodbujamo, da gojijo svoje ideale ter najdejo svojo pot v življenju.

# 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.

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning*.* They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively

in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Academic integrity is part of being “principled”. Academic integrity is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection.

# Slovene National legacy

The area of Special educational needs in Slovenia is regulated by the Law on Orientation of Children with Special Educational Needs, the Official Gazette of the Republic of Slovenia, no. 58/2011 (Zakon o usmerjanju otrok s posebnimi potrebami, Uradni list RS, 58/2011. Gimnazija Kranj follows the Slovene and IB special education needs guidelines. Support for students with special needs is built on the practice of inclusive schooling.  Implementation of programming for students with special needs occurs within the regular (peer group) classroom.

The Access and inclusion policy defines principles, regulates rights and duties and helps to form mechanism which can help to identify students with special education needs. Inclusive access arrangements may be necessary due to:

* long-term learning support requirements
* temporary medical conditions
* additional language learning.

# Students with special education needs:

* Autism spectrum/Asperger’s syndrome
* Learning disabilities
* Medical conditions
* Mental health issues
* Multiple disabilities
* Physical and/or sensory challenges
* Social, emotional and behavioural difficulties
* Specific learning difficulties
* Speech and/or communication difficulties

# Admissions process and provision of education and associated services

The orientation procedure may be started by the parents/legal guardian or by the student (if older than 15) at the National Education Institute’s (NEI) regional office (Zavod za izobraževanje Republike Slovenije) or at the Children's personal physician. In the exceptional case when the orientation procedure is started by the school, the parents or student (who is of age) must agree with the induction of the orientation procedure by signing the orientation procedure application. Their signature authorizes the school to request a psychological evaluation and/or medical records. The application must include all available documentation (health records, psychological evaluations, special pedagogical, social and other reports). The application must also include the minutes of the meeting of the school counsellor and the student on the topic of orientation procedure.

The regional office of the NEI forwards a complete application to one of the commissions for orientation of children with SEN. The commission prepares an expert opinion which includes a summary of findings about the child, and establishes the kind and level of a SEN and proposes recommendations. The recommendations specify the scope, form and provider of additional professional assistance, as well as adaptations to premises and equipment in accordance with the national legislation.

The parents or the applicant may communicate their comments with regard to the expert opinion within eight days of its receipt. On the basis of expert opinion, the NEI issues the orientation decision which specifies the educational needs of the SEN student and the suitable educational programme. The decision is obliging exclusively for the school stated in it and is not transferrable to another school. The school must ensure the rights the SEN student is entitled to according to the orientation decision.

However, the school has an obligation through its international accreditation to only accept students who can be given an appropriate level of learning support. The school is a mainstream school and its facilities and staffing levels limit the amount of specialist support that can be provided. Where a prospective student has a learning difficulty, the school will require full details of the student's needs from parents during the admissions process to determine the level of learning support that is required. Clinical Psychologist reports and other relevant medical reports may be required*.*

# Responsibilities of the School

Gimnazija Kranj has two guidance counsellors who work with students with special needs. The head of school is responsible for naming the team of teachers who should create individualised programmes (action plans, classroom attendance and assessment strategies) and monitor the progresses of individual students. The team responsible for individual students: the class teacher (leader of the team), counsellor (support), IB DP coordinator, and the head of school.

# Differentiated Support

Gimnazija Kranj recognises the value of differentiated learning for students with special needs. Differentiated strategies enable students to meet outcomes or to have learning outcomes extended. The manipulation of additional variables such as time, organisation, and evaluation techniques would also be necessary to meet diverse student needs.  Students with special needs might be accompanied by a guardian (a person who accompanies the child at all times during the lessons and the breaks) if it is specified so in ‘Zakon o usmerjanju otrok s posebnimi’. However, specific individualised adaptations may become necessary to enable a student to meet the curricula outcomes. Adaptations are defined as strategies and or resources for accommodating the learning needs of an individual student. They are planned, implemented and evaluated for enabling a student to achieve curricula outcomes. Subject teachers and counsellors put extra effort into consulting the students individually with carefully prepared action plans. Students enrolled in the IB programme work towards achieving the assessment objectives as described in each of the subject guides. It is recognised that these objectives cannot be changed.  Special arrangements for exams can be made if the student meets the criteria as laid out by the International Baccalaureate Organization in the document **“**Candidates with assessment access requirements 2014”.

# Accommodations for Assessment (IBO, 2018)

Our school follows section 4 of the “IBO Access and inclusion policy, 2018.”  A formal request for special arrangements should be submitted to the IBO at least 12 months (or by the 1st of May for the May examination session) prior to the student writing the exam.  Supporting documentation, such as an original medical certificate or education report translated into English, must accompany the request.

On the basis of this document the following characteristics of students who may require special assessment arrangements should have been made due to one or more of the following:

* + Specific learning issues, language and 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 language issues characterised by communication problems (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 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, leukemia 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.

# Inclusive assessment teaching, learning and assessment arrangements at Gimnazija Kranj once IBO has reviewed the required documentation (IBO, 2018):

1. Gimnazija Kranj ensures that inclusive arrangements for a candidate are aligned with the IB policy.
2. The inclusive assessment arrangements provided for a candidate are carefully individualized, planned, evaluated and monitored. The purpose is to take away the disadvantage, to the extent possible, due to the candidate’s challenge. Under no circumstances should it give the candidate an advantage.
3. All requests for inclusive assessment arrangements are submitted six months prior to an examination session. That is, November 15th for candidates registering for the May examinations session and by May 15th for candidates registering for the November examinations session to ensure that modified papers arrive to Gimnazija Kranj on time.
4. Gimnazija Kranj submits requests for access arrangements on two forms of supporting documentation that are uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.
5. Enlarged print and/or a change of font may be requested for candidates with visual challenges and other processing issues for which they require this arrangement. Standard modifications of font sizes are: 18 and 24 points on an A3 (29.7 × 42.0 cm) enlargement, 16 point on an A4 (21.0 × 29.7 cm) enlargement.
6. The coordinator can choose the colour option in the online application. The choice of colours that the IB offers can be viewed in the appendix. The colour paper options must be used to plan the colour of the paper needed for the student. The selected colour choices must be used for classroom work and tests. This will maintain consistency and be in line with the principle of usual way of working. Access to electronic version of the examination is linked to access to reading software. Candidates with reading or visual challenges who require access to reading software will need an electronic (PDF) version of the examination. The electronic version is only available in the standard format without any modifications, even where modified papers have been authorized for a candidate. When an examination question that requires visual processing must be adapted for a candidate with visual challenges, the IB may provide alternatives.
7. The IB does not produce bespoke modified examinations for candidates who require simplified language, but instead applies universal design in the authoring of all assessments. As such, simplified language and visuals are considered during the design and development of the test questions.
8. The IB does not normally produce 3D models of images, graphs and other visuals for an examination. Specific requests for 3D models can be made to the IB and may be granted upon examination of the candidate’s requirement and the context of the test question.
9. An authorization for modified papers does not include modified versions of multiple-choice answer sheets, graph papers or answer booklets/sheets. Additional requests for standard enlargements/coloured paper of the above can be submitted to the IB and may be approved.
10. The IB does not accept requests for modified versions of booklets, case studies and other materials used in examinations. Schools may produce enlarged, Braille or colour versions of these materials. No other modification is permitted.
11. Candidates who, upon request, are authorized answer booklets in dark blue paper must use black ink when writing their answers.
12. The amount of additional time ranges from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges, to 25% additional time (15 minutes for each hour of the examination) which is the standard applicable to most candidates. 50% additional time (30 minutes for each hour of the examination) may be appropriate for candidates with more severe challenges. In exceptional cases, or for candidates with visual challenges working with Braille who have a requirement for substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour the additional time should be given on a pro rata basis.
13. Information and communication technology – a computer could be used to type the answers to the exam questions instead of handwriting them.  The student cannot use any software that would give the candidate an unfair advantage during the exam.  Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate’s normal way of working in the school.
14. Scribes – persons who write down dictated answers from the candidates. A graphic organiser may be used.
15. Readers – persons who read the questions aloud to the candidate and can also read back answers the candidate has provided.  The reader cannot explain a question or give advice on how to answer the question.
16. Communicators – persons who are able to convey information to candidates with hearing impairments, through the use of lip-speaking, finger-spelling or sign language.
17. Prompters – persons who ensure that candidates are able to pay attention to the examination. This would normally be authorised for candidates diagnosed as having neurological or cognitive disabilities resulting from severe attention problems. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations.
18. Sign language interpreter: person who is able to convey information to students with hearing challenges in order to receive and respond to questions that are a part of the internal or external assessment. It is mandatory that this has been the candidate’s usual way of communicating in classroom tasks and tests. However, signed responses are not permitted for any assessment task in language acquisition. Where this is required, schools must contact the IB for advice.
19. If a candidate is authorized to use a reader, scribe and/or prompter, the same person should fulfil both or all roles whenever possible. Prior to the examination, the coordinator should provide an opportunity for the candidate and a scribe to practise working together. The candidate must take the examination in a separate room. The dictated responses of the candidate must not be overheard by other candidates.
20. At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) .
21. Modifications to examination papers – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, prints on coloured paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.
22. Audio recordings of examination papers – the IB may provide an exam paper on a CD.  This is a limited service and is unavailable for exams with illustrations, tables, diagrams or sketch maps.
23. Audio recordings of responses to examination papers – the candidate dictates answers into an appropriate recording technology.  This is used when a scribe is not available and cannot be used for examinations in groups 1 and 2 or with examinations that require the candidate to produce visual material such as an illustration, table, diagram or sketch map.
24. Transcriptions – A candidate’s response to an assessment component is submitted in a form other than the candidate’s own handwriting.  Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer.  Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.
25. Alternative venues for examinations – if a candidate is too ill to attend school but on medical advice is able to take the examinations at home or in hospital, authorisation may be given for the examination to be taken at an alternative venue.  In principle, the examination should be taken at the same time as other candidates in the group.  A qualified invigilator must be present.
26. Extensions to deadlines – this arrangement applies to cases of illness (student, teacher) or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.
27. Assistance with practical work – if a candidate has a physical disability, assistance with practical work can be requested.  This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork).  It is particularly suited to situations where there is a concern for a candidate’s health or safety.
28. Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Programme.  However, if an assessment component or part demands a physiological function that a candidate is unable to perform, an exemption may be authorised.

# Inclusive assessment arrangement at Gimnazija Kranj not not requiring authorization from the IBO (IBO, 2018):

1. A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. The candidate must be kept under the constant supervision of an invigilator.
2. The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
3. A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
4. A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations. This also includes use of buffers such as headsets, earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
5. For a candidate with hearing challenges, a communicator may be used to convey the coordinator’s or invigilator’s oral instructions without authorization from the IB. A communicator is able to convey information to a candidate through the use of lip-speaking, finger-spelling or sign language. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination. The communicator must not convey information about any aspect of a question in the paper.
6. If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
7. For a candidate who has colour blindness, a designated person is permitted to name colours in an examination. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.
8. A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate’s examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate’s circumstances, although 10 minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods.
9. A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate’s arm or desk/table but should not be given verbally. The prompter must not draw the candidate’s attention to any part of the examination paper or script. The prompter should be familiar with the candidate’s behaviour so that he or she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he or she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate’s disposition rather than his or her work. The candidate should not feel as though he or she is under pressure or scrutiny.
10. A candidate with attention challenges needs to be supported during the examination. Additional time does not help because the candidate loses focus during the given length of time. Access to a prompter is most suitable as the prompter draws the candidate’s attention back to the examination. What the candidate needs is not additional time but to be supported and directed to their task, for example, the examination.

# Roles and responsibilities:

The access and inclusion team of the school includes:

Head of school

DP Coordinator

School counsellor (2)

Class Teacher

Teachers

# Monitoring student progress

An Individual Development Plan will be created for each student with SEN admitted with identified learning needs. The Individualised Plan (IP) will address the students learning goals, support/intervention, implementation, responsible parties and time frame for evaluation and review. Teachers will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.

# Partnership with parents

Partnership with parents plays a key role in creating a successful learning experience for all students with SEN. The school recognizes that parents hold key information and have knowledge and experience to contribute to the shared view of a student’s needs and the best ways of supporting them.

# Partnership with other agencies, organisation and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. When it is considered necessary, colleagues from the following support services will be involved with SEN students:

clinical psychologist;

psychiatrist;

medical staff,

speech and language therapist;

hearing impairment services;

visual impairment services;

physiotherapist etc.

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