

Växjö Katedralskola, Sweden

World School 001106

IB Diploma Inclusive Learning Policy

The IB Inclusive Learning Policy at Växjö Katedralskola is founded on the Swedish Education Act guaranteeing equality of educational opportunity for all and the Swedish Act against Discrimination, as recognised by Växjö Municipality Education Board, as follows:

Swedish upper secondary education has undergone a reform and as of autumn 2011, 18 national programmes have been offered. The programme a student follows is to be based on their own choice and interests. Pupils compete for places at schools and on programmes on the basis of their grades from compulsory school. The new upper secondary school system makes a distinction between programmes that prepare students for higher education and vocational programmes. These are associated with different admission requirements, qualification goals and programme structures. There are twelve vocational programmes and six programmes leading to higher education. In addition, there are five introductory programmes intended for students who do not meet the admission requirements or who need to acquire a specific qualification, which seek to give students a foundation for further study or for the job market. Within upper secondary education apprenticeships are also offered, which means that it is possible for students on vocational programmes to carry out at least half of their education in the workplace. Upper secondary education also offers further variants such as sports programmes, with a clear focus on elite sporting prowess; aesthetic options on programmes leading to higher education; cutting edge education with a clearer profile more concentrated on certain specialist areas than other upper secondary school programmes; and a professional dancer programme, which is a vocational programme in classical ballet and modern contemporary dance.

Upper secondary schooling for students with learning disabilities in Sweden covers four years and is voluntary. There are nine vocationally oriented national programmes and individual programmes for students who need education adapted to their own situation and needs.

<http://unesdoc.unesco.org/images/0022/002299/229937E.pdf>

accessed 14 September 2017

and the U.N. Convention against Discrimination in Education, to which Sweden is a signatory.

The screenshot shows the UNESCO website interface. At the top, there is a navigation bar with links for 'UNESCO.ORG', 'The Organization', 'Education', 'Natural Sciences', 'Social & Human Sciences', 'Culture', 'Communication & Information', and 'Sitemap'. Below this is a header section with 'LEGAL INSTRUMENTS' in the center, surrounded by 'Declarations', 'Conventions', and 'Recommendations'. A secondary navigation bar includes 'Français - Español', 'HOME', 'Print', and 'Send'. The main content area is titled 'Convention against Discrimination in Education 1960' and lists 'Paris, 14 December 1960'. It provides a list of links: 'Depositary - Entry into force - Authoritative texts - Registration at the UN - States Parties - Declarations and Reservations - Territorial Application - Monitoring'. A language selection link 'UNESDOC - (PDF) English - French - Spanish - Russian' is also present. The text of the convention follows, starting with 'The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session, Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education, Considering that discrimination in education is a violation of rights enunciated in that Declaration, Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity, Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education, Having before It proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session, Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States, Adopts this Convention on the fourteenth day of December 1960.' On the left side, there are navigation menus for 'UNESCO Constitution', 'BY TYPE' (Conventions, Recommendations, Declarations), 'BY THEME' (Education, Natural Sciences, Social & Human Sciences, Culture, Communication & Information, Other), and 'BY REGION / COUNTRY' with a world map icon.

http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

accessed 14 September 2017

Växjö Municipality recognises the right of all young people to an education and is committed to making arrangements in inclusive learning that are relevant to their learning talents and challenges.

Implementing these arrangements most frequently takes place in the classroom, with extra learning support provided after school hours, with **learning support teachers**, and with **Academic Coaches. Pastoral Care Team** supports every step of the way throughout the student's three years at Växjö Katedralskola, during which the learning of each student is promoted and evaluated. To ensure the best learning environment and to minimise stress and financial concern, Växjö Municipality arranges access for all students in the IB Diploma Programme without fees. In addition, transportation, textbooks, computers, and school lunches are provided, with monthly financial support for full-time studies provided by the Swedish state:

Other languages >>

- ▼ English
- ▼ **Financial aid for studies**
 - ▶ What is financial aid for studies?
 - ▶ What studies qualify for financial aid for studies?
 - ▶ What qualifies you to receive financial aid for studies?
 - ▶ How do you apply?
 - ▶ Discounts and insurance
 - ▶ New rules 2015 – studies outside Sweden
 - ▶ Repaying your loan
 - ▶ Home equipment loan
- ▶ Af-soomaali (somaliska)
- ▶ Bosanski-hrvatski-srpski (bosniska-kroatiska-serbiska)
- ▶ Deutsch (tyska)
- ▶ Español (spanska)
- ▶ Français (franska)
- ▶ Kurmanci (nordkurdiska)



Financial aid for studies

When you study you can apply for financial aid (studiestöd). Financial aid for studies refers to the various grants and loans for which you may be eligible when you attend a college, university, adult secondary education programme (Komvux), folk high school or upper secondary school. Your age is one of the factors that determine the kind of aid that you may receive.

Note!

The information here is only of a general nature. If you wish to know more, please contact us at CSN.

<http://www.csn.se/en/2.1034/2.1036/2.1037>

accessed 14 September 2017

Ramps, sports facilities, dining hall, all classrooms, lifts to lockers, keys to operate lifts to students on crutches or in wheelchairs, and other accommodations have been made to all school areas to adapt **the physical school environment** to the needs of all. Students are also members of the school's Environmental Safety Council, as two students from each IBDP class represent the class. All of these **advocates for the wellbeing of students** are given training by the municipality every year, and a teacher at the school is given responsibility within their job specification to oversee this.

Certain physical and mental learning challenges can lead to **inclusive arrangements** for students. These can include:

- Sensory impairments such as hearing or vision
- Cognitive impairments
- Emotional impairments
- Health impairments
- Communication impairments
- Specific learning disabilities

In addition to requirements for qualified professional support and systemised planning in understanding and responding to differentiation, these learning challenges can result in a change of environment to support students. Our school recently renovated a classroom to exclude noise for a student with hearing difficulties, held workshops for teachers in best practice for supporting students with hearing difficulties, provided more than one laptop computer to relieve strain for a student with a back injury, and raised desks for students

recovering from operations. The school also opened, this autumn, a **Learning Centre** where teachers support students in most subjects each day throughout the week. This is connected to the Library and has many individual study rooms for students challenged by concentration difficulties.

Observations of student learning by teachers are crucial to the **Class Conferences** once a term in which the learning of each student in the IBDP is considered. This can also include samples of student work. Academic Coaches meet a class once a week, and their own coaches meet students individually. Individual learning access plans for students are drawn up after meetings with parents and guardians and all relevant staff.

Testing for dyslexia and other learning challenges is carried out at the beginning of the first year for all students. These records are kept by the Learning Support Centre and results communicated to Academic Coaches, the DPC, the Head of School, and the Pastoral Care Team.

Other support measures for students at Växjö Katedralskola include:

- performing oral assessments in a calmer environment
- extending time or deadlines to complete assignments
- providing separate facilities for oral presentations
- modifying questions to aid understanding of the skills to be demonstrated
- modifying questions to simplify context.

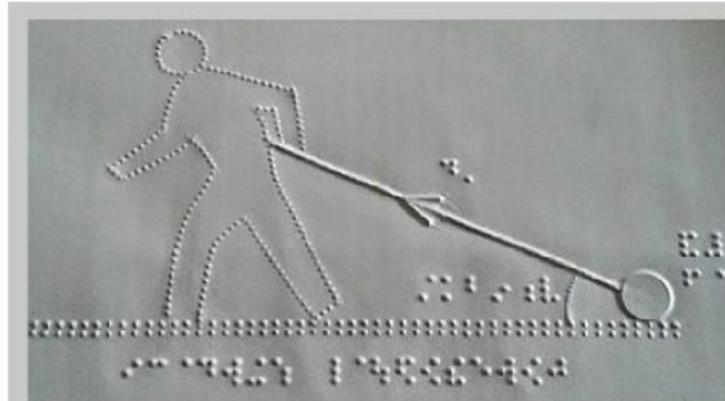
Requests for special assessment arrangements may also be submitted to the IBO to accommodate students with documented assessment access needs for internal and external assessments, one year ahead of time. Documentation such as medical records is submitted to the IB Pastoral Care Team when the student commences study at Växjö Katedralskola.

Since learning outcomes / assessment objectives for the IB Diploma cannot be manipulated or changed, the IBO recognises the right of students diagnosed as requiring learning support to apply formally for inclusive arrangements one year ahead of the final exams with documentation including medical certificates and others. The IBO Community Blog (<http://blogs.ibo.org/blog/2014/09/22/inclusive/>) states as follows:

Celebrating 20 years of the internationalization of inclusive education

Assessment Access and Inclusion Manager, Kala Parasuram, explores how the IB developed its access and inclusion agenda, leading by example and taking the international community on this fundamental and important journey. Here are some excerpts from her study.

Over the past two decades, education for students with disabilities has moved from segregation and special schools to inclusive education that embraces diversity and differences. Inclusive education addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. Today, inclusive education is supported by the United Nations as a matter of human rights and social justice.



Part of an examination question written in Braille.

The IBO may grant inclusive arrangements of rest periods, additional time, use of support technology, prompters, alternate venues, and other arrangements.

The IBO is informed if any diagnosed needs make it difficult to complete assessment of any IB Diploma courses. Växjö Katedralskola makes every effort possible to **accommodate the needs of each student** in consultation with parents and guardians and the school's IBDP Pastoral Care Team. Växjö Katedralskola has worked closely with the IBO to ensure Inclusive Arrangements for students with diagnosed needs.

The IBO's **Candidates with assessment access requirements** document offers the following:

- 1) Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.
- 2) A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.
- 3) Support and/or access may be required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment.
- 4) Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:
 - 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

p2

http://xmltwo.ibo.org/publications/DP/Groupo/d_o_dpvyv_vmx_1409_1/pdf/access_e.pdf

accessed 14 September 2017

The IB Diploma Programme at Växjö Katedralskola recognises that **learning challenges are part of diversity**, and our real challenge is not a policy of “special needs” but a policy of inclusion. This has informed the choice of title for Växjö Katedralskola’s policy on providing support for different learning needs.

The fundamentals of

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding
- Extending knowledge
- form the basis of our Approaches to Teaching and Learning.

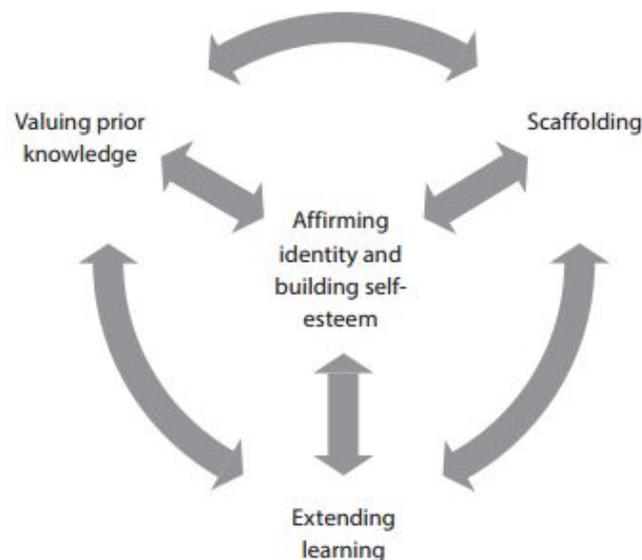


Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle

The above figure from the IBO's **Learning Diversity** document (p7) shows good practice for support.

Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.

Inclusion is more about responding positively to each individual's unique needs.

Inclusion is less about marginalizing students because of their differences.

The IB supports the following principles of an inclusive education.

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.

Any inclusive environment must be effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners. The development of such child-friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools.

Students qualifying for support:

- Students with already identified needs
- Students showing learning difficulties in the classroom
- Students in need of additional support as well as individualised teaching strategies
- Students demonstrating behavioural or emotional difficulties that hinder learning
- Students demonstrating social or interaction difficulties that hinder learning
- Students in other exceptional cases that require inclusive arrangements

To submit requests for access arrangements, two forms of supporting documentation are uploaded to the online application "Request of inclusive assessment arrangements" by the DP Coordinator, such as a psychological / psycho-educational / medical report, and/or educational evidence from the school. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

All psychological / psycho-educational / medical reports must:

- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological / psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

Furthermore, **it is not mandatory to test in all areas**; the assessment may be in line with the candidate's learning support requirements. For example, if a student with learning support requirements only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics. Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties which may be apparent in class plus a brief summary about the arrangements provided to the candidate in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check).

Assessment arrangements are based on a **candidate's current assessment access requirements**. The coordinator must therefore justify that assessment arrangements are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

All supporting documentation must be uploaded with the online application. Original certificates or reports are not required.

In the majority of cases, upon submission of the online request with the attached supporting documentation, automatic approval of the request will be granted. In other cases, the requests will be referred to the IB Assessment Centre. Most of the **referred requests will be evaluated based on the information and evidence provided**, but for some, discussion between the coordinator and IB Assessment Centre may be necessary to decide on the most suitable arrangement(s) for the candidate.

p8-9

http://xmltwo.ibo.org/publications/DP/Group/d_o_dpyyy_vmx_1409_1/pdf/access_e.pdf

accessed 14 September 2017

More strategies for differentiated learning can be found on the IBO's **Meeting Student Learning Diversity in the Classroom** document here:

<http://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/inclusive-education-en.pdf>

accessed 14 September 2017

Other considerations for learning

Before assuming that a student needs to be assessed for a learning "difficulty", it is important to consider if there are any other issues that may be hindering learning or causing students to exhibit challenging behaviours.

- Is the student new to the school? Could sadness, grief, anxiety or culture shock be influencing learning? A peer buddy can support the student in understanding what is acceptable and unacceptable in the new culture, and help the student to find his or her place and promote a sense of belonging.
- Has the student had a consistent learning background? How many schools has he or she attended? It is crucial to look carefully at the previous educational experiences and identify where there may be gaps or overlaps in learning if new learning experiences are to be relevant.
- Are levels of working English being masked by good speaking levels? Some students learning additional languages may not yet be ready to speak but may write well; some learners will speak without fear of making mistakes; other students will not speak until they feel that their spoken language is acceptable. When a student cannot express himself or herself it can threaten their self-image, leaving them without anything to say and with no apparent sense of humour. Language profiles and language mapping (*Language and learning in IB programmes*, 2011:27) can give information as to the true levels of all-round language development and assist in developing the knowledge of how best to help the student settle in.
- Are medical issues the reason why student learning is not optimal or why challenging behaviours are being exhibited? Screening for sight and hearing should be considered. In cases where students have more complex needs or are non-verbal, consider undiagnosed pain to explain unusual behaviours.

In any of these cases, understanding and patience will be necessary if learning is to progress.

Please note these are suggestions only and are intended to assist you in considering all barriers to learning. It is not an exhaustive list and does not constitute professional or diagnostic advice.

Växjö Katedralskola recently featured lectures by our Learning Support Teachers on topics for group discussion about how classroom teachers can raise awareness of extra support for students. The DPC participated in 2014-2017 in educational webinars on learning support, academic coaching, and stress management for students in a learning environment, and in 2015 in an ATL Cluster workshop to inform learning support strategies in the future. All

faculty participated in a Cluster Workshop on developing ATL with students in September 2016.

IB Inclusive Learning (some more information)

<http://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-ib-inclusive-jayne-pletster.pdf>

accessed 14 September 2017

To reflect on and develop this Inclusive Learning Policy in the future, we will consider the following questions for reflection as some of those provided by the IBO in Programme Standards and Practices (2010):

- Is the policy consistent with IB philosophy and practice?
- What are the implications for school development?
- How is the school community made aware of the inclusion policy?
- How is information communicated and coordinated during transition stages—changing schools, changing sections, changing campuses? (Be aware of data protection and privacy legislation, including those with respect to student privacy and health information privacy.)
- How are the inclusive policy and practices communicated to new staff?
- How does the school communicate its policies and procedures regarding confidential information?
- What is the extent of student learning needs at present?
- How are the needs of existing students being met?
- How many students in the school have learning support needs?
- How is inclusive provision documented?
- How is the provision for inclusion structured, coordinated and monitored?
- How is the overall access to curriculum, examinations and school activities reflected in the policy?
- How are individual educational plans reflected in the policy?
- What is the policy review process? How does it ensure that the inclusion policy remains a work in progress, keeping up to date with the needs of the student population and in line with learning needs legislation as well as roles and responsibilities?

Sources for students, teachers, parents, guardians, and other stakeholders (many in Swedish) are included at the end of this policy.

IBDP alumni feedback to the DPC on issues of learning support has informed Våxjö Katedralskola's IB Inclusive Learning Policy. Thanks for insights and raising awareness of differentiation in teaching and learning, and some inspirational learning stories from IB10A and IB11A alumni. We hope this document can help us all to learn.

Support Documentation

Online visual and other sources are indicated by links embedded in content above.

In Swedish and English, some sources follow for parents and guardians:

På svenska och engelska följer några källor om det inkluderiva lärandet:

ICT Sources

<http://www.ryerson.ca/studentlearningsupport/english-language-support/index.html>

<http://www.bbc.co.uk/learning/subjects/english.shtml>

Anpassningar av nationella program: Engelska ämne

http://nafs.gu.se/digitalAssets/1521/1521902_anpassn_gy_2015.pdf

http://www.nafs.gu.se/digitalAssets/1425/1425945_info_anpassning_kursprov_eng.pdf

<http://www.spsm.se/sv/Stod-i-skolan/Lagar-och-rattigheter/Ratt-till-sarskilt-stod/>

<http://www.arbeterapeuterna.se/Min-profession/Kompetensutveckling/Forbundets-forlag/Bedomning-av-anpassningar-i-skolmiljon-BAS/jon-BAS/>

http://sigys.se/wp-content/uploads/2014/07/14-06-26-Final-Presentation-12-aug_Maj-Helena-Roger_ER.pdf

<http://www.skolverket.se/bedomning/nationella-prov/genomforande/nyanlanda-elever-1.193063>

All accessed 14 September 2017

Forskning/Research

Hur kan lärare uppmuntra elever?

https://gupea.ub.gu.se/bitstream/2077/26063/1/gupea_2077_26063_1.pdf

Funktionsnedsättning

<http://www.skolverket.se/bedomning/nationella-prov/anpassning/funktionsnedsattning>

<http://www.mfd.se/globalassets/dokument/publikationer/2013/13316-anpassningar-for-os-s-med-dyslexi.pdf>

Elever med autism, Asberger's -- föräldrarnas perspektiv

<http://www.autism.se/utbildningscenter>

Vilket stöd behöver barn med ADHD i skolan?

https://gupea.ub.gu.se/bitstream/2077/18500/1/gupea_2077_18500_1.pdf

Information in Swedish about support for students with diagnosed learning conditions

<http://www.skolverket.se/skolutveckling/forskning/amnen-omraden/specialpedagogik/undersvisning/barn-med-autism-1.187182>

Blogg stödmaterial

<http://glimrandeglimtar.blogspot.se/2015/05/skolverkets-tidigare-stodmaterial-om.html>

all accessed 14 September 2017

Galloway D, Armstrong D & Tomlinson S. (1994) *The assessment of special educational needs: whose problem?* London. Longman.

IBO (2014) Candidates with assessment access requirements

http://xmltwo.ibo.org/publications/DP/Group0/d_o_dpvyv_vmx_1409_1/pdf/access_e.pdf

accessed 14 September 2017

IBO (2016) Research Summary: Universal Design for Learning (UDL) and Inclusive Practices in IB World Schools

<http://www.ibo.org/contentassets/318968269ae5441d8df5ae76542817a0/research-udl-summary-en.pdf>

accessed 14 September 2017

IBO (2010) Learning Diversity in the International Baccalaureate Programmes

http://www.istafrica.com/uploaded/documents/WeeklyBulletin/Learning_diversity_in_IB_programmes_2010.pdf

accessed 14 September 2017

IBO Blog (2016) Why Every School Should Care About Inclusive Education

<http://blogs.ibo.org/blog/2015/02/27/inclusive-education/>

accessed 14 September 2017

IBO Programme Standards and Practices

<http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>

accessed 14 September 2017

IBO The IB Community Blog

<http://blogs.ibo.org/blog/2014/09/22/inclusive/>

accessed 14 September 2017

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