



HASSERIS GYMNASIUM & SCHOOL



THE WORLD UNFOLDS

ACCESS AND INCLUSION POLICY

Hasseris Gymnasium & IB World School

Assess and Inclusion Policy

The Assessment and Inclusion Philosophy of Hasseris Gymnasium & IB World School

Some of the central core values of Hasseris Gymnasium & IB World School are

- students committing themselves to the demands of academic work
- students developing a positive view of themselves and skills for taking action
- students being constantly challenged to expand their knowledge individually and collectively.

We would like to assist in helping as many young people as possible to take a course of higher education in Denmark and or abroad. This mission is in concord with the IB access and inclusion policy which states:

“The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.” (*IB Access and Inclusion Policy*, p1)

The obstacles for optimal learning for the individual can be many, and at Hasseris Gymnasium & IB Worlds School we aim to remove as many of these barriers as we can through collaboration with students and families, and through teachers who are open-minded to different learning styles and needs and to the social as well as academic well-being of the individual student in their classroom.

IB’s Access and Inclusion Policy forms the basis for this school policy, and the policy published by the IB will be referred to in all our school practices concerning access and inclusion requirements. The IB coordinator is responsible for the coordinating the support for the student throughout the programme of study, both in PreIB and in the IB Diploma programme.

The need for special access to exams may arise due to adverse circumstances during the period of study, or it might be a need that the student already has when he or she applies to Hasseris Gymnasium & IB Worlds School. In both cases, we discuss the ways in which we can offer the best support possible within the rules and regulations set forward by the IB.

Collaboration with students and families about access and inclusion arrangements

To prepare teachers, parents and the students for the relevant support programme, we ask for information about special access and inclusion requests already in the application process. Inclusion needs could be dyslexia, ADHD or similar.

The IB coordinator checks all applications for requests and contacts resource staff, preferably before the start of the school year. If further clarification is needed the family will be contacted in order to gain additional information and to discuss the options.

The inclusion policy of the school is implemented by the support team; the IB coordinator team with their different roles in regards to retention, the IB Student Advisor, the school psychologist, mentor teachers and administrative staff in charge of the resources available.

If adverse circumstances arise during the student's time at Hasseris IB, even as late as during the official exam period at the end of IB2, it is important that the student and/or parents or legal guardians contact the IB coordinator as soon as possible to receive guidance on the possibilities for support.

Types of support

All first-year students are tested for reading difficulties. If we find that they can be classified as dyslectic, or dyscalculic, we can apply for SPS (Special Social and Pedagogical Support), a programme under the Danish Ministry of Education.

SPS support can be given as IT equipment (computers and special software, for example electronic reading assistants). Our IT staff will help with the installation of software, and the reading counsellors instruct the students on how to use the aids. Teachers are asked to scan texts from textbooks so dyslectic students can access them with the IT tools provided. If students have minor problems and cannot be tested to be dyslectic or dyscalculic, they can still be offered counselling from the reading counsellors

The language learning needed for additional language learners whose first or near first language is not English is supported in the normal subject lessons, where teachers support students in learning the English subject specific terminology needed.

The IB coordinator and the IB Student Advisor can refer students with school-related psychological problems to the school psychologist. The objective of consultations with the school psychologist is primarily retention and maintaining the student in the education system. The school psychologist cannot enter a prolonged therapeutic process with the student, but will be able to refer the student to a private therapist or psychologist if needed.

When students can provide a medical certificate for diagnosis such as Asperger or ADHD, they can also receive SPS-support from the Danish Ministry of Education. This support is provided as funding for extra sessions with a mentor teacher, tackling issues related to organization and structuring of work, or with issues related to personal development.

Requesting Access to Inclusive Exam Arrangements

Throughout the programme, the IB coordinator is in dialogue with students who may have requests for special access to inclusive exam arrangements. When the need is established, the IB coordinator applies for the inclusive arrangements (*Access and Inclusion Policy*, p 8) with the IB no later than six months before the exams (15 of November for May session candidates). *The IB Access and Inclusion Policy* stresses that the inclusive needs should be identified as early as possible in the Diploma programme:

“2.1.2 The inclusive access arrangements provided to a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests.”
(*Access and Inclusion Policy*, p 8)

The IB coordinator makes sure that these access arrangements are followed throughout the year and at mock exams. The following must be considered for inclusive access arrangements to be considered by the school and IB:

“2.1.3 The inclusive access arrangements provided for a student must: - be carefully

- individualized, evaluated and monitored
- reflect the optimal support that the student requires
- be based on current, not past, requirements
- be drawn upon teacher observations in the classroom
- be considered in line with the eligibility criteria for inclusive access arrangements in this policy
- be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).”

To document the need for inclusive access arrangements the student/family will be asked to cooperate in providing valid documentation for the inclusive access arrangement needed. The supporting documentation needed is stated in section 2.5 of the *IB Access and Inclusion Policy*.

More information on the many options for inclusive access arrangements can be found in sections 3 and 4 of the *IB Access and Inclusion Policy*. The IB coordinator will provide the individual student with more information about the possibilities, when needed.

Bibliography

Access and Inclusion Policy. International Baccalaureate Organization, November 2018.

Inclusive access arrangements: Decision pathway. International Baccalaureate Organization, 2019.

Learning diversity and inclusion in IB programmes. International Baccalaureate Organization, March 2019.

Further Information

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