



# Katedralskolan



## Access and Inclusion Policy Katedralskolan (Sep 2021)

*Tradition and development* is the motto of Katedralskolan. As Linköping's oldest upper secondary school founded in 1627, we take pride in our history while at the same time offering a modern education.

Our goal is education with a humanistic perspective which places the individual in focus. Students are met with openness and tolerance in an environment which fosters creativity, initiative and responsibility.

We strive to develop our students' intercultural awareness and to equip them with the academic and empathic tools they require to work and live in our globalised world.

According to IBO's definition of inclusion it "is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning. It involves change and is facilitated in a culture of collaboration, mutual respect, support and problem solving and, according to the IB, it is a "whole-school educational approach to which all schools should aspire." (IBO 2016, p. 2)

A guiding principle of IB education is that students who face challenges in their learning can be given accommodations to help them meet those challenges. Accommodations allow students with challenges to pursue a regular course of study. Since accommodations do not alter what is being taught, teachers can use the same grading system for students with challenges as they do for students without challenges. Accommodations do not reduce in size or scope the amount of material covered by students.

Skolverket (Department of education) stipulates that "Teaching should be adapted to each student's circumstances and needs. The Education Act stipulates that education in each school form should be equivalent, irrespective of where in the country it is provided. National goals are specified through the norms for equivalence. However, equivalent education does not mean that teaching should be the same everywhere, or that the resources of the school are to be allocated equally. Account should be taken of the varying circumstances, needs and the students' level of knowledge. There are also different ways of attaining the goals of education. Special attention must be given to those students who for different reasons experience difficulties in attaining these goals. For this reason, education can never be the same for all. The school has a specific responsibility for students with functional impairments." (Skolverket 2018, p. 5).

### Katedralskolan as a SEN-school

Katedralskolan has approximately 1300 students, of which about **100** are IB Diploma Programme students. There are usually 40-50 students in our foundation year which prepares students for access to the DP. Around 95% of our students enter the DP via this route

The school was built in 1915 and has been successively renovated so we are accessible to all students. We have a classroom suitable for people with hearing disabilities and a unit, GPS, where students can get additional academic help and work individually in a quiet environment.

Expectation: Teachers shape their teaching based on the characteristics of the group being taught. The mentor contributes with an understanding of the students' needs and the Student Health Team (SHT) is a consultative support for both teachers and mentors. The SHT distributes information to the mentor when new directives about a student's needs are decided. The mentor then informs the relevant teachers.

The students' wellbeing, participation and safety are of high priority when we work to help students achieve their IB Diploma. The collected SHT competencies are an important resource for school development which promotes wellbeing, according to the Swedish publication (SPSM 2018, p. 130). To increase the likelihood of better student health outcomes, we strive for a close cooperation between the SHT and the teaching corps.

### **Student health team - SHT - (*Elevhälsoteam, EHT*)**

The Students' Health Team consists of the Principals, the IB Diploma Programme Coordinator, the SEN-teachers, the school nurse, career guidance counsellor and school counselor and licenced psychologist that meet every week to discuss needs. The team also has a close contact with the guardians of the students for a continuous information flow.

The IB Mentor works full-time with the pastoral care of the IB students and is a certified teacher who works closely with the SHT.

SEN-teachers work with individual students, students in groups, with colleagues to help them assist their students with special needs and in the Student Health Team. They also have an overall responsibility for the GPS and the teachers working there when it comes to their organization.

The school also has access to a school physician, a psychiatrist, and the entire network of expertise within the municipality. Referrals are sent to appropriate departments to get the correct help and assessment.

Absence is a way of detecting risk factors in students' overall situation, both in their studies and wellbeing. In order to work with early detection, the mentor talks to the students about their absence rate on a regular basis.

### **Admission and support**

Students should have previous certification from a secondary school detailing what kind of assessment the students have had before. These students also meet the SEN-teachers early in year one to see what Katedralskolan can do to help/assist them. If previous diagnoses/challenges are already documented, then appropriate accommodations from the **Adaptations** or **Special Support** level can be implemented quickly after discussion within the SHT to then be disseminated by the mentor.

Early in year one - the preparation year before the Diploma Programme begins - all students take part in screening tests in Swedish, Math and English. The results are compiled and evaluated by the teachers and the Student Health Team. These are used to ascertain the students' basic knowledge and to help us screen for any issues which may necessitate an application for inclusive assessment arrangements (IAA) at a later date.

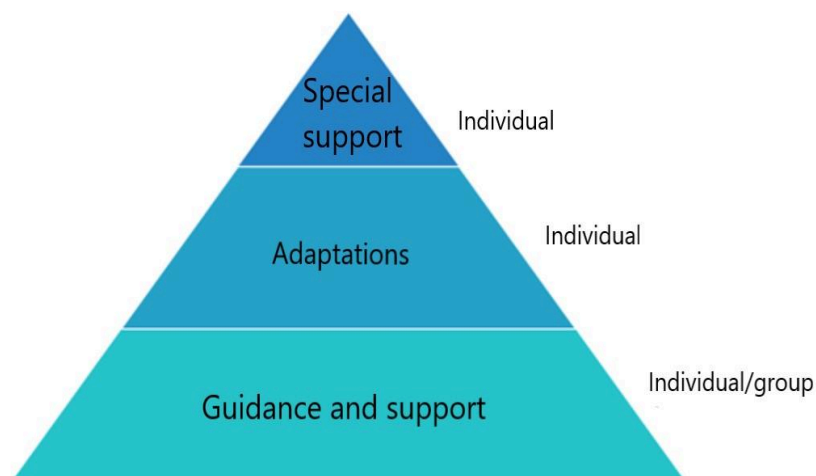
These tests are used by teachers to identify potential support needs at an individual, and occasionally group, level. If individual needs are indicated then further screening can take place with a broader, more sophisticated test. Such as DUVAN -literacy - or ADLER - Math. If DUVAN shows that there may be specific reading or writing difficulties, a test called "Reading Chains" can be administered. The results of this are expressed as standardised scores (Stanine). The students with concerning results from DUVAN, or low stanine scores and those with other highlighted concerns meet with a Special Needs teacher for further analysis. When required we contact the previous school for more information about the student's earlier assessments.

Students with reading and writing difficulties are remitted to a speech-language professional - logoped- and if a diagnosis is made appropriate support is implemented and evaluated. This can include extended time, computer support and speech functions to their hardware. A request for an IAA is then sent to the IBO by the coordinator, after evaluation of appropriate support is concluded.

Supportive structures in place:

- Health talks with the school nurses
- Introduction to various study techniques and strategies during mentor time, by the mentor and older peers.
- *Mentally strong* - project led by full-time IB Mentor with support of SHT
- Introduction for new students led by groups of older year-3-students, i.e. games, getting to know each other activities as extra curricular activities (non-mandatory)
- Mentor time (once a week)
- Visits from representatives the SHT during tutor time
- Pre-tests and diagnosis
- The school has a unit that works with students with difficulties called GPS ( which offers pedagogical support for students) with two SEN-teachers and twenty teachers from different school subjects to fulfill the needs of our students.
- extra IB-Mathematics is taught one afternoon every week and three evenings a week students from our university come to school to give our students extra mathematics.
- Every second Wednesday IB-teachers of Chemistry have extra chemistry to help students in need of extra support.

The pyramid shows the different levels of support that can be offered to individuals/groups



### **Guidance and Support**

Support and guidance within the framework of ordinary classes. These are changes made directly by teachers which are often beneficial to whole classes or groups. These changes are initiated, often independently, by the teacher to improve student engagement in or outside the classroom.

Examples include - use of wordlists, self assessment tasks, lesson plan availability, assigned seating plan. More detailed descriptions of workflow.

### **Adaptations**

Individualized accommodations that are used to address specific student needs.

Examples include: Short breaks during exams, Audio Material, Use of a translation dictionary)

### **Special Support - Inclusive Access Arrangement (IAA)**

This category of accommodations are the most impactful that students can be granted. As such an application must be made by the school to the IBO in order for a student to be allowed to have this sort of accommodation. Most often, these are adjustments to the way a student will take part in Final Exams. Students can use these accommodations in the formative assessments (topic tests, essays, etc) in preparation for final exams.

Examples include: Extra time in exams. Access to a word processor and/or spell-checker, C-Pen ( text to speech device).

The application to the IBO must be accompanied by **two** types of evidence to support the request. **Educational evidence**, gathered by the school over a longer period of time to show that the IAA request is the student's "normal way of working." **Medical evidence**, normally a

document from a health professional which shows a diagnosis or test result which would support the school's IAA request.

If the IAA application is accepted by IBO, then the IAA can be used. The IBO can also request more information to make a decision or, deny the request if they do not believe that is appropriate. The school does not make the decision.

It is very important that guardians inform us *as early as possible* if their child has a documented or suspected issue which may require this sort of intervention. The student's learning experience is always smoother if we can address an issue at the start of their time here.

Examples of challenges *could* include diagnoses such as dyslexia, ADHD, Autism Spectrum Disorders.

## **Routine**

The **first step** when trying to meet the support needs of a student is through group/individual level changes to the classroom environment and to teaching and learning styles. We call this level **Guidance and Support**. These changes can be implemented directly by the teacher based on their experience and knowledge of the class/student. The SHT is available to consult and advise the teachers/mentor when required. The mentor helps by sharing successful strategies between teachers. Communication between student, teacher, guardian and mentor helps to evaluate the success of the changes.

**Second step:** If an individual student's support needs are not being met by the changes made under **Guidance and Support**, then it is appropriate to evaluate the situation and consider implementing accommodations from the **Adaptations** level of the pyramid. Concerns about student needs should be reported by teachers directly to the SHT or to the SHT via the mentor. Students and guardians can raise concerns directly to teachers or the mentor. The mentor can raise concerns directly to SHT. Consultation takes place between SHT, mentor, student and guardian based on the student's needs and **Adaptations** are recommended. These are shared by the mentor to all teachers and evaluated after a set period.

If an evaluation shows the strategy is successful then the **Adaptation** will continue with further evaluation at a later date. New **Adaptations** can be added and older ones removed/changed based on dialogue between the student, the mentor and SHT.

**Third step:** If the **Adaptations** are not proving effective *and* there is evidence from a health professional (doctor, psychologist, logoped/speech therapist etc) to support it, then the student can be offered **Special Support**. The type of special support is based on the diagnosis that has been made by the health professionals and the observations of the SHT, teachers and mentor during the student's time here. The SHT team recommends support based on the severity of the diagnosis and the IBO guidelines. The SHT can remit students to a health professional if no such contact has been made previously.

This **Special Support** is evaluated for its suitability and adjusted where appropriate and where it is supported by IBO guidelines. Once these **accommodations** have become the

“normal way of working” a request to use this Internal Access Arrangement (IAA) during Final Exams is sent to the IBO, along with the supporting evidence previously detailed. The deadline for this application is October of the second year of the Diploma Programme.

The IBO will respond with a decision about the IAA and may request additional information before a decision is made. Once a positive decision is made the SHT team along with the mentor will distribute the information to teachers and preparations to include the accommodations during Mocks and Final Exams will be made.

If the IAA application is not approved then efforts continue to find other appropriate accommodations.

In conclusion: Students may require actions from all three levels of support. Regardless of the actions taken it is always important to follow up and evaluate the results of these actions with the student. This cycle of consultation, action and evaluation continues systematically in order to find the most appropriate actions and accommodations, which will allow students with learning-challenges to pursue a regular course of study.

## **Glossary**

IBO - International Baccalaureate Organization

DP - Diploma Programme

IAA - Inclusive Access Arrangement

SHT / EHT - Student Health team / *Elevhälsoteam*

GPS - *Gymnasialt Pedagogiskt Stöd*

Accommodation - A change in environment/curriculum format to allow a student to take part in the regular course of study. Made so that all students are assessed using the same criteria.

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