



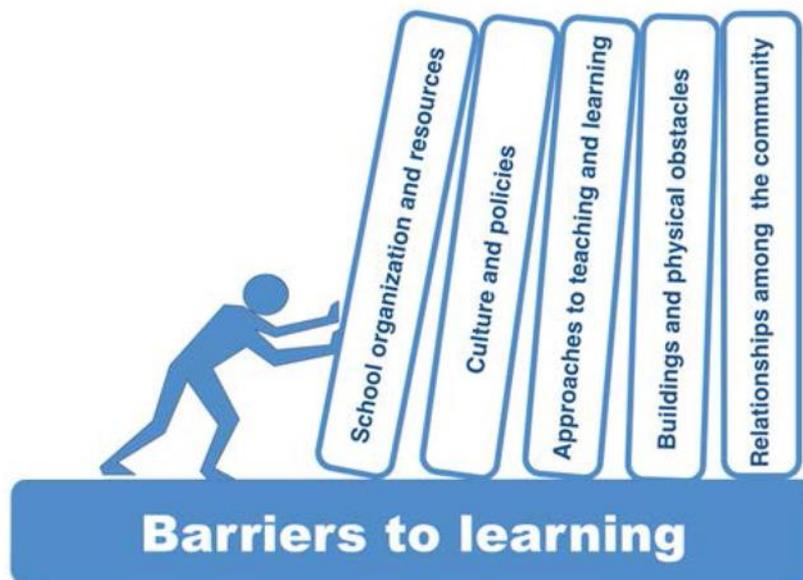
Grenaa Gymnasium's Access and Inclusion Policy for use in the IB Department

Grenaa Gymnasium – Access and Inclusion in the pre-IB and IB Diploma programme:

Grenaa Gymnasium's aim and mission is to help the students to develop their academic, general and social skills so that they learn to believe in themselves and in their abilities. 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, p.1)

The obstacles for optimal learning for the individual can be many things:



(Learning diversity and inclusion in IB programmes.p.4)

At Grenaa Gymnasium 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 student counsellor is in charge of the coordinating the support for the student throughout the programme of study – whether it is the pre-IB year or 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 has already when he/she applies to Grenaa Gymnasium. In both cases, we are happy to discuss the way to the best support possible within the rules and regulations set forward by the IB.

Collaboration with students/families about access and inclusion arrangements:

To prepare teachers, parents and the student 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 student counsellor checks all applications for requests and contacts resource-staff, preferably before the start of the school year. In case of doubt the family will be contacted to gain more information and to discuss the options.

All first year students are interviewed by the Student Counsellor, usually after one month at the school. If any difficulties have appeared, the student counsellor will assist the student in finding relevant support.

The inclusion policy of the school is implemented by the support team; student counsellor, student mentors and coaches, school psychologists, learning support teachers and admin staff in charge of the resources available.

If adverse circumstances arise during the student's time at Grenaa Gymnasium, 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 student counsellor or IB coordinator, as soon as possible, to receive guidance on the possibilities for support.

Possibilities for support:

All first year students are tested for reading difficulties and mathematical 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 counsellor instructs 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, and recently e-books have been ordered for specific students. If students have minor problems and cannot be tested to be dyslectic or dyscalculic, they can still be offered counseling from trained staff (reading counsellor and/or mathematics counsellor). In rare cases, this could also be if the student is completing the IB Diploma programme in a language other than his/her native language and needs support in English as the language of instruction. Additionally the school offer all its students help with their home-work in home-work cafés on 3-4 afternoons per week. The time and place for these cafés are visible in all the students' schedules.



The language learning needed for additional language learners, whose native, or near native language is not English is supported in the normal subject lessons, where teachers try to support students in learning the English subject terminology needed. More information about the language learning and options can be found in Grenaa Gymnasium's Language Policy.

The IB student counsellor can call on help from the school psychologist, when a student has school-related psychological problems. Examples could be a writer's block, or social fobia. The psychologist cannot enter a long therapeutic process with the student, but will be able to refer the student to a private therapist/psychologist if needed.

The school does not provide an extension of the Danish health care system - students must attend their own doctor for that and the counsellor can assist them in this. The Danish Health Care system provides free medical care, however private psychological therapy is at the student's own expense.

The reading counsellors are the resource staff for students with a diagnosis, such as Asperger or ADHD. When students can provide a medical certificate, they are entitled to SPS-support from the Danish Ministry of education. (SPS: Special social and pedagogical support). This support is provided as funding for extra lessons with a counsellor, or with a teacher as mentor, tackling issues related to organization and structuring of work, or with issues related to personal development.

Requesting access to inclusive exam arrangements:

The IB student counsellor notifies the IB coordinator about the requests for special access to inclusive exam arrangements. The IB coordinator is then responsible for applying 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 student counsellor makes sure that these access arrangements are followed throughout the year and at midterm tests and 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 student counsellor and IB coordinator will provide the individual student with more information about the possibilities, when needed.

Policy review: This policy is reviewed every year in August by the IB coordinator, IB student counsellor, and the inclusion support team members to ensure that the latest rules and practices published by the IB are incorporated into the policy. The review team are responsible for communicating the policy to students, parents and teachers.

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.