



# Katedralskolan Skara, 003301 IB Diploma Programme



## Inclusive Arrangement Policy

### School Mission

*At Katedralskolan, Skara, we celebrate our traditions while fostering students for the demands of the future.*

*Learning from our rich cultured past we educate curious, critical thinkers equipped for a fast-changing world as global, digital entrepreneurs. Our mission is to empower self-reliant students to become responsible leaders of society and environmental sustainability.*

Our aim is to develop self-reliant, motivated learners through inquiry-based instruction and student agency. As a learning community, we strive to ensure that students are equipped with the resources they need to successfully compete in a 21st-century community so that they are prepared to change the world for the better.

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and Learner Profile.

### The International Baccalaureate Mission Statement

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”<sup>1</sup>*

### Introduction

Katedralskolan is a school with various Swedish national programmes and the International Baccalaureate. In the pre-DP year students primarily study Swedish national courses. During year two and three they study the IB diploma courses.

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<sup>1</sup> International Baccalaureate Organisation (2017, Updated May 2018), *What is an IB education?*, [https://resources.ibo.org/ib/topic/What-is-an-IB-education/resource/11162-occ-file-g\\_0\\_iboxx\\_amo\\_1308\\_1\\_c/data/g\\_0\\_iboxx\\_amo\\_1308\\_3b\\_e.pdf](https://resources.ibo.org/ib/topic/What-is-an-IB-education/resource/11162-occ-file-g_0_iboxx_amo_1308_1_c/data/g_0_iboxx_amo_1308_3b_e.pdf), p 1. [Accessed 21 September 2018]



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The students at Katedralskolan will find their education challenging and inspiring, providing them with skills and talents needed later in life.

## Inclusive Arrangement Philosophy

The IB learner profile is the basis for the philosophy of inclusive arrangements.

Adapting to the abilities and strengths in every individual student, we try to guide the students forward in their personal development. We support every individual student in the best way possible.

## Definitions for inclusion

### **Students to be included**

*“The terms inclusion and inclusive education refer to a broad understanding that embraces the diversity of all learners and all minority groups.”<sup>2</sup>*

### **Barriers to learning**

*“Barriers to learning may be found in the way schools are organized and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis.”<sup>3</sup>*

### **Learning support requirement**

*“Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.”<sup>4</sup>*

### **Special needs staff**

The school has a special needs team including school nurses, students’ counsellors, students’ psychologist, special educational teachers and Study and career counsellor. They are involved in student issues together with the principal and teachers concerned.

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<sup>2</sup> International Baccalaureate Organisation, *Learning diversity and inclusion in the IB programmes*, (Updated November 2022) [https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en&root=1.6.2.2.7](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.7) [Accessed 2 June 2023]

<sup>3</sup> International Baccalaureate Organisation (Published January 2016 Updated May 2020) [https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en&root=1.6.2.2.11](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.11) [Accessed 2 June]

<sup>4</sup> International Baccalaureate Organisation, *Learning diversity and inclusion in the IB programmes*, (Updated November 2022) [https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu\\_11162-53587?lang=en&root=1.6.2.10.17](https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en&root=1.6.2.10.17) [Accessed 2 June 2023]



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### What is considered Inclusive Arrangements at the IB programme?

Adapting to the abilities and strengths in every individual student, we try to guide the students forward in their personal development. We support every individual student in the best way possible.

*“Among educators, the ongoing process that increases access and engagement of all learners in learning has become known as inclusion. Inclusive education involves responding positively to each student’s unique learning profile, including students with diverse learning needs.*

*/.../*

*The central place of approaches to learning (ATL) in all IB programmes helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. Differentiated teaching practices can build opportunities in which each student can develop, pursue and achieve appropriate individual learning goals. The inclusion of all students requires a school to address differentiation within the written, taught and assessed curriculum. This can be demonstrated ideally in a unit planner and in the teaching environment.”<sup>5</sup>*

*“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.*

*Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.”<sup>6</sup>*

If a student for some reason, runs a risk not to pass the exams in one subject or more without special help, we consider that the student in question might need extra support and thus has need of inclusive arrangements.

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<sup>5</sup> International Baccalaureate Organisation, (2015), *Diploma Programme: From principles into practice*, [https://resources.ibo.org/dp/resource/11162-33702/data/d\\_0\\_dpvy\\_mon\\_1504\\_1\\_e.pdf](https://resources.ibo.org/dp/resource/11162-33702/data/d_0_dpvy_mon_1504_1_e.pdf), p 29. [Accessed 21 September 2018]

<sup>6</sup> International Baccalaureate Organisation, *Learning diversity and inclusion in the IB programmes*, [https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en&root=1.6.2.2.7](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.7), [Accessed 2 June 2023]



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### How and when can we detect students with learning diversities?

When the student starts at our school we sometimes get reports from the student's former school regarding their special educational needs.

At our Entrance Criteria Day, we have entrance tests that can identify special needs in English and Maths. The results of these tests can also be the basis for not recommending the student to choose the IB Diploma Program.

During regular development talks, we check with the parents and the student in question if the student needs extra support.

Subject teachers report to the mentor if a student risks not fulfilling the assessment criteria.

At team meetings the IB Teachers discuss the students' results and achievements and build an overall picture of all of the students' strengths and weaknesses. We also decide whether it is essential to bring the students up at a conference with the special needs staff and the principal concerned.

### If learning diversities are detected

The mentor has a preparatory conference with the special needs' staff at the school together with the IB Head, where it will be decided whether the student would need extra resources, special help etc.

### Assistance Available and Who is Responsible.

All our school premises are completely wheelchair accessible. Further equipment will be acquired when needed according to individual needs.

All students have full access to a personal computer with software provided for full accessibility, additionally including audio reading and visual enhancement tools.

The **subject teachers** can together with the students, the mentor and the staff for special needs find solutions in the teaching process.

The **special educational teacher** can help stressed students with organising, prioritising his or her studies or help find solutions in the learning/teaching process. Another part of the special educational teachers' role is to guide the teachers, to support them and give them resources. The special educational teacher is also responsible for investigating learning difficulties.

The **school nurse** can help out with medical support and facilitate contact with medical care. Also the school nurse is available to help with a more holistic and preventive view on health issues.

The **students' counsellor** can help out with psychological matters and make contact with social authorities.

The **students' coach** can help with motivation, structure and attendance.

The **IB Coordinator** can apply for special arrangements for the IB exam session.



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## References

- <sup>1</sup> International Baccalaureate Organisation (2017, Updated May 2018), *What is an IB education?*, [https://resources.ibo.org/ib/topic/What-is-an-IB-education/resource/11162-occ-file-g\\_0\\_iboxx\\_amo\\_1308\\_1\\_c/data/g\\_0\\_iboxx\\_amo\\_1308\\_3b\\_e.pdf](https://resources.ibo.org/ib/topic/What-is-an-IB-education/resource/11162-occ-file-g_0_iboxx_amo_1308_1_c/data/g_0_iboxx_amo_1308_3b_e.pdf), p 1. [Accessed 21 September 2018]
- <sup>2</sup> International Baccalaureate Organisation, *Learning diversity and inclusion in the IB programmes*, (Updated November 2022) [https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en&root=1.6.2.2.7](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.7) [Accessed 2 June 2023]
- <sup>3</sup> International Baccalaureate Organisation (Published January 2016 Updated May 2020) [https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en&root=1.6.2.2.11](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.11) [Accessed 2 June]
- <sup>4</sup> International Baccalaureate Organisation, *Learning diversity and inclusion in the IB programmes*, (Updated November 2022) [https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu\\_11162-53587?lang=en&root=1.6.2.10.17](https://resources.ibo.org/ib/topic/Access-and-inclusion/works/edu_11162-53587?lang=en&root=1.6.2.10.17) [Accessed 2 June 2023]
- <sup>5</sup> International Baccalaureate Organisation, (2015), *Diploma Programme: From principles into practice*, [https://resources.ibo.org/dp/resource/11162-33702/data/d\\_0\\_dpvyv\\_mon\\_1504\\_1\\_e.pdf](https://resources.ibo.org/dp/resource/11162-33702/data/d_0_dpvyv_mon_1504_1_e.pdf), p 29. [Accessed 21 September 2018]
- <sup>6</sup> International Baccalaureate Organisation, *Learning diversity and inclusion in the IB programmes*, [https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en&root=1.6.2.2.7](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en&root=1.6.2.2.7), [Accessed 2 June 2023]