



## **Inclusion Education Policy at the Diploma Programme at Kristiansand katedralskole Gimle (KKG)**

Kristiansand katedralskole Gimle (KKG) is a state school owned by the County of Vest-Agder and submitted to the Norwegian Education Law that states that every person in Norway has the right to three years of upper secondary education. In August 2024, Norway implemented a new Education Act that expands the right to upper secondary education, allowing students to continue until they achieve a qualification, thereby increasing employment opportunities (Education Act 2024, <https://www.regjeringen.no/en/dokumenter/education-act/id213315/>). The students of the IB Diploma Programme meet the admission requirements and should be allowed to demonstrate their ability under working and assessment conditions according to their needs.

Our key values, philosophy and vision emphasize that:

“KKG wants to be a school that includes all the students. We want to be a school where everyone, regardless of background and assumptions, play an active role in the school community and contribute to the community. The staff help all students, give necessary guidance and support, so the students are able to contribute and reach their potential.

KKG is carrying traditions in Kristiansand. Dissemination of knowledge and development of knowledge, both for students and staff, is our primary concern. Our aim is that all students complete their schooling with maximum outcome relative to their abilities.

Our values, “Knowledge, Culture and Joy”, (Kultur, Kunnskap og Glede), tie this together.

“The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage, and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized” the Diploma Programme *Assessment procedures 2020* states. This aligns with the principles outlined in *Learning Diversity and Inclusion in IB Programmes (2016)*, which emphasizes creating equitable learning environments by identifying and addressing barriers to student success.

Each student belongs to the classroom community and needs to feel cared for, trusted, understood, valued and safe. We believe that all students should have the opportunity to feel successful. Hence an inclusive education policy that is in use is an essential part of our

responsibility as an IB world school. This is to reinforce that also students with high learning potential will need inclusive education in school for teaching to be fully inclusive.

All our students are highly valued regardless of their talents, abilities and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnicity, impairment, attainment and background. The main focus of KKG, both for the IB Diploma Programme and the national curriculum, is that all students should be guided as needed to help them reach their full potential in any subject they choose to study.

Not all students experiencing academic and/or behavioral difficulties have a disability or require special education to meet their individual educational needs. In many cases, adjustments to the regular education program can address the student's specific needs without the need for evaluations or special education services.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It's about responding positively to every individual's unique needs instead of marginalizing students because of their differences. We recommend inclusion approaches that practice differentiation through identifying a student's learning style, scaffolding their learning, and differentiating the approaches and tasks in order to develop the student's true potential and achieve agreed goals with the most effective strategies.

We believe collaborative planning by all teachers who are part of a student's education anywhere along the learning process is the best way to support students with learning challenges, in addition to help from specialists.

The majority of students who choose the IB Diploma Programme at Kristiansand katedralskole Gimle will not need more adaptation than the regular feedback, but in some cases the standard assessments and working conditions are not enough for students with special needs to be able to demonstrate their abilities and succeed.

Students with special educational needs are students affected by temporary, long-term or permanent disability or illness, or they have learning difficulties. In most cases the school is aware of any special needs before the students attend the IB. The home room teacher always has a start-up interview with every student in the beginning of the school year, and issues of concern like inclusive education will be discussed. The students have meetings with their home room teacher and subject teachers every semester to record grades, behavior and the general attitude of the students to spot any problems or issues. In this way teachers become supportive and help students to become more aware of their academic strengths and weaknesses.

There are six regular teacher-meetings every year led by the home room teachers, and everyone can share concerns and other things about the class and students. The IB Coordinator and the counsellor also participate in these meetings.

Teachers who observe students with special needs inform the students of their rights within the IB Diploma Programme with regards to help available on written exams, and the IB Coordinator informs the IBO using the appropriate forms. Access arrangements for dyslexics and students with concentration difficulties usually entail extended time for exams or use of a word processor. Requests must be submitted to the school before 10<sup>th</sup> November, 6 months before the written examination.

It is important that parents share any knowledge they have concerning a student's special needs and cooperate with us regarding professional documentation, f. ex from a person of medical profession. We therefore welcome all information and documentation concerning students with special needs which will enable us to apply for the correct access arrangements and supply the appropriate learning support. In parent/teacher meetings we can also discuss these issues.

Special educational needs may appear during the school year. It is the responsibility of the teachers, parents/guardians and students themselves to inform the IB Coordinator about possible new special educational needs. The IB Coordinator will be in contact with the school counsellor and the IBO on the case.

In case of long-term or permanent disability or illness, in case of learning difficulties, the school's counselling service will serve the students according to the guide published by the Norwegian Directorate for Education and Training. For special educational needs related to the IB Examinations, the IB Coordinator will serve the students according to the IBO policy for diploma candidates with special assessment needs.

### **Counsellor and school nurses**

Kristiansand katedralskole Gimle (KKG) has a student counsellor for the students of the IB Diploma Programme that is concerned with the students' social, emotional and psychological welfare and will give advice and assistance, and there are three school nurses the students may consult about psychological and medical needs. They are available during school hours, and the students can send an SMS or email to get in contact with them. Their focus is to be available for students that seek advice, guidance or need someone to talk with. In accordance to Norwegian regulations, students who are diagnosed with or express a need for psychological counselling are referred to the local authority service and assigned a counsellor/psychologist.

Once a month a team of school nurses, teachers and students arrange a café for all students at the school called Psykologikafè (Psychological café). They serve fresh baking-good, coffee and tea, and invite people outside of school to raise topics and questions related to mental health issues.

### **Examples of how we facilitate**

For students with physical special needs (f. ex. using a wheelchair, vision or hearing issues), there are elevators, hearing equipment in the student's classroom, facilitations for blind students and

the teachers are educated in using the equipment. There are several classrooms with carpet to help canceling background noise and audio-frequency induction loops to help students with hearing aid.

In June 2016, KKG became the first upper secondary school in Agder to be certified as a Dyslexia-Friendly School <https://dysleksinorge.no/dysleksivennlig-skole/>

- fosters an inclusive and accepting environment
- systematically assesses all students' reading skills
- maintains a registration system to monitor students' reading abilities
- follows up on reading development for students who need support
- uses varied teaching methods and technology tailored to the students' challenges
- ensures that teachers have the necessary competence to provide adapted instruction for students with reading and writing difficulties, language challenges, and math difficulties

Students who do not have Norwegian as their home language, or have not been part of the Norwegian school system earlier, are being taught Norwegian two additional hours per week during their year in pre-IB.

High achieving students are given opportunities to reach their potential for example by doing four Higher Level subjects, especially in Group 4 subjects and Mathematics. They can also do one additional subject (science or foreign language) in the Norwegian system and add the subject to their diploma when they apply for universities in Norway.

The students can also attend courses at the University of Agder while still in the Diploma Programme. They can become a part of Ung-ordningen during their second year of the IB (<https://www.uia.no/om-uia/regelverk-og-retningslinjer/regler-ung-ordningen.html>). In cases with extremely high achieving students we make additional arrangements with the university.

There are also extracurricular activities at school for students with special interests, run by students in collaboration with the library, such as a book club, manga club, chess club, etc.

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