



Växjö Katedralskola, Sweden

World School 001106

IB Diploma Access and Inclusion Policy

The **IB Access and Inclusion Policy** at Växjö Katedralskola is founded on the Swedish Education Act guaranteeing equality of educational opportunity for all and the Swedish Act against Discrimination, as recognised by Växjö Municipality Education Board, as follows:

Swedish upper secondary education has undergone a reform and as of autumn 2011, 18 national programmes have been offered. The programme a student follows is to be based on their own choice and interests. Pupils compete for places at schools and on programmes on the basis of their grades from compulsory school. The new upper secondary school system makes a distinction between programmes that prepare students for higher education and vocational programmes. These are associated with different admission requirements, qualification goals and programme structures. There are twelve vocational programmes and six programmes leading to higher education. In addition, there are five introductory programmes intended for students who do not meet the admission requirements or who need to acquire a specific qualification, which seek to give students a foundation for further study or for the job market. Within upper secondary education apprenticeships are also offered, which means that it is possible for students on vocational programmes to carry out at least half of their education in the workplace. Upper secondary education also offers further variants such as sports programmes, with a clear focus on elite sporting prowess; aesthetic options on programmes leading to higher education; cutting edge education with a clearer profile more concentrated on certain specialist areas than other upper secondary school programmes; and a professional dancer programme, which is a vocational programme in classical ballet and modern contemporary dance.

Upper secondary schooling for students with learning disabilities in Sweden covers four years and is voluntary. There are nine vocationally oriented national programmes and individual programmes for students who need education adapted to their own situation and needs.

<http://unesdoc.unesco.org/images/0022/002299/229937E.pdf>

accessed 21 September 2024

and the U.N. Convention against Discrimination in Education, to which Sweden is a signatory.

The screenshot shows the UNESCO website interface. At the top, there is a navigation bar with links for 'UNESCO.ORG', 'The Organization', 'Education', 'Natural Sciences', 'Social & Human Sciences', 'Culture', 'Communication & Information', and 'Sitemap'. Below this is the UNESCO logo and the text 'United Nations Educational, Scientific and Cultural Organization'. A central banner features the words 'LEGAL INSTRUMENTS' in large, bold letters, surrounded by 'Declarations', 'Recommendations', and 'Conventions'. Below the banner, there are links for 'HOME', 'Print', and 'Send'. The main content area is titled 'Convention against Discrimination in Education 1960' and includes the date 'Paris, 14 December 1960'. A sidebar on the left contains navigation menus for 'UNESCO Constitution', 'BY TYPE' (Conventions, Recommendations, Declarations), 'BY THEME' (Education, Natural Sciences, Social & Human Sciences, Culture, Communication & Information, Other), and 'BY REGION / COUNTRY' (with a world map icon). The main text of the convention includes a preambular paragraph and several operative paragraphs: 'Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education, Considering that discrimination in education is a violation of rights enunciated in that Declaration, Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity, Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education, Having before It proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session, Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States, Adopts this Convention on the fourteenth day of December 1960.

[Convention against Discrimination in Education 1960](#) accessed 17 September 2024

Växjö Municipality recognises the right of all young people to an education and is committed to making arrangements in access to inclusive learning that are relevant to their learning talents and challenges.

Implementing these arrangements most frequently takes place in the classroom, with extra learning support provided after school hours, with **learning support teachers**, and with **Academic Coaches**. The **Pastoral Care Team** supports every step of the student's three years at Växjö Katedralskola, during which their learning is promoted, evaluated, and valued.

To ensure the best learning environment and to minimise stress and financial concern, Växjö Municipality, and more recently the Swedish State, arranges access for students to the IB Diploma Programme without fees. In addition, transportation, textbooks, computers, and school lunches are provided, with **CSN financial support**, or monthly financial support for full-time studies provided by the Swedish state. A video on the link below gives further information in English:



Information in English and other languages

We provide information about our various forms of grants and loans in different languages. Quite a lot of information has been translated into English. The most important information has been translated into other languages, such as Arabic, Spanish, etc.

[English - CSN](#)

accessed 17 September 2024

Ramps to sports facilities, dining halls, all classrooms; lifts to lockers, keys to operate lifts to students on crutches or in wheelchairs; and other accommodations have been made to all school areas to adapt **the physical school environment** to the needs of all. Students are also members of the school's Environmental Safety Council, and two students from each class of DP1 and DP2 represent the IBDP. All of these **advocates for the wellbeing of students** are given training by the municipality every year, and a teacher at the school is given responsibility within their job specification to oversee this.

Certain physical and mental learning challenges can lead to **inclusive arrangements** for students, such as:

- Sensory impairments such as hearing or vision
- Cognitive impairments
- Emotional impairments
- Health impairments
- Communication impairments
- Specific learning disabilities

In addition to requirements for qualified professional support and systemised planning in understanding and responding to differentiation, these learning challenges can result in a change of environment to support students. Our school recently renovated a classroom to exclude noise for a student with hearing difficulties, held workshops for teachers in best practice for supporting these students, provided more than one laptop computer to relieve strain for a student with a back injury, and raised desks for students recovering from operations. The school also opened a **Study Centre** where teachers support students individually in most subjects each day throughout the week. This is connected to the **Library** and has individual study areas for students challenged by concentration difficulties.

Observations of student learning by teachers are crucial to the **Class Conferences** held once a term in which the learning of each DP student gives an overview to all teachers. This can also include samples of student work. Academic Coaches meet their class once a week, and their own students individually. Individual learning access plans for students are drawn up after meetings with parents/guardians and all relevant staff.

Testing for dyslexia and other learning challenges is carried out at the beginning of the first year for all students. These records are kept by the Learning Support Centre and results communicated to Academic Coaches, the DPC, the Head of School, and the Pastoral Care Team.

Other support measures for students at Växjö Katedralskola include:

- performing oral assessments in a calmer environment
- extending time or deadlines to complete assignments
- providing separate facilities for oral presentations
- modifying questions to aid understanding of the skills to be demonstrated
- modifying questions to simplify context.

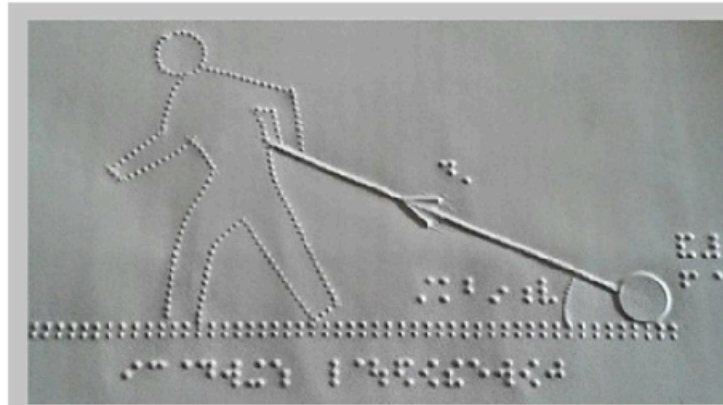
Requests for special assessment arrangements may also be submitted to the IB to accommodate students with documented assessment access needs for internal and external assessments, one year ahead of time. Documentation such as medical records is submitted to the IB Pastoral Care Team when the student commences study at Växjö Katedralskola.

Since learning outcomes / assessment objectives for the IB Diploma cannot be manipulated or changed, the IB recognises the right of students diagnosed as requiring learning support to apply formally for inclusive arrangements one year ahead of the final exams with documentation including medical certificates and others. The IB Community Blog ([Celebrating 20 years of the internationalization of inclusive education: A peek into IB's own journey](#) accessed 17 September 2024) states as follows:

Celebrating 20 years of the internationalization of inclusive education

Assessment Access and Inclusion Manager, Kala Parasuram, explores how the IB developed its access and inclusion agenda, leading by example and taking the international community on this fundamental and important journey. Here are some excerpts from her study.

Over the past two decades, education for students with disabilities has moved from segregation and special schools to inclusive education that embraces diversity and differences. Inclusive education addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. Today, inclusive education is supported by the United Nations as a matter of human rights and social justice.



Part of an examination question written in Braille.

The IB may grant inclusive arrangements of rest periods, additional time, use of support technology, prompters, alternate venues, and other arrangements.

The IB is informed if any diagnosed needs make it difficult to complete assessment of any IB Diploma courses. Växjö Katedralskola makes every effort possible to **accommodate the needs of each student** in consultation with parents and guardians and the school's DP Pastoral Care Team. Växjö Katedralskola works closely with the IB to ensure Inclusive Access Arrangements for students with diagnosed needs.

The IB's **Candidates with assessment access requirements** document offers the following:

- 1) Changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate their level of attainment more fairly and are not intended to compensate for any lack of ability.
- 2) A candidate with assessment access requirements is one that requires access arrangements in assessment conditions to demonstrate their level of attainment.
- 3) Support and/or access may be required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment.
- 4) Candidates that require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

The IB Diploma Programme at Växjö Katedralskola recognises that **learning challenges are part of diversity**, and our real challenge is not a policy of “special needs” but a policy of inclusion. This has informed the choice of title for Växjö Katedralskola’s policy on providing support for different learning needs.

The fundamentals of

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding
- Extending knowledge

form the basis of our Approaches to Teaching and Learning.

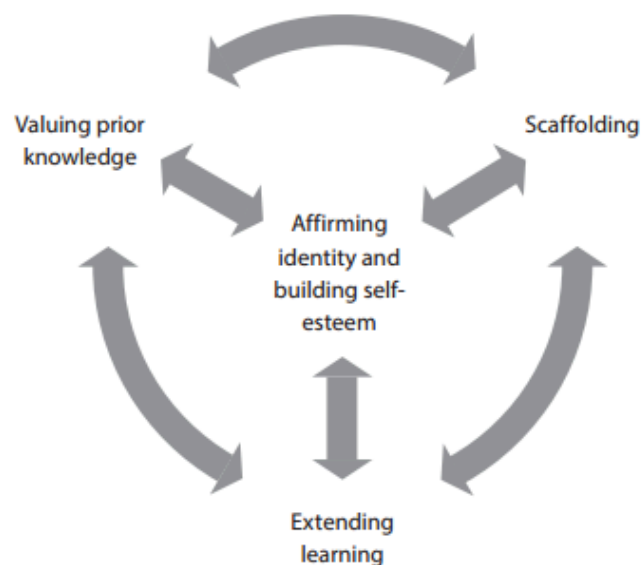


Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle

This figure from the IB’s **Learning Diversity** document shows good practice for support.

Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.

Inclusion is more about responding positively to each individual's unique needs.

Inclusion is less about marginalizing students because of their differences.

The IB supports the following principles of an inclusive education.

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Mainstream education will not always be appropriate for every student all of the time. Equally, just because mainstream education may not be appropriate at a particular stage, it does not prevent the student from being included successfully at any other stage.

Any inclusive environment must be effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners. The development of such child-friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools.

Students qualifying for support:

- Students with already identified needs
- Students showing learning difficulties in the classroom
- Students in need of additional support as well as individualised teaching strategies
- Students demonstrating behavioural or emotional difficulties that hinder learning
- Students demonstrating social or interaction difficulties that hinder learning
- Students in other exceptional cases that require inclusive arrangements

To submit requests for access arrangements, two forms of supporting documentation are uploaded to the online application “Request of inclusive assessment arrangements” by the DP Coordinator, such as a psychological / psycho-educational / medical report, and/or educational evidence from the school. It is not permitted for a candidate’s relative to write or be involved in the writing of the report, although the school works closely with guardians.

All psychological / psycho-educational / medical reports must:

- state specifically the nature of the learning support requirement, and the tests or

techniques used to arrive at the identification

- be consistent with the DP Coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological / psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

It is not mandatory to test in all areas; assessment may be in line with the candidate's learning support requirements. For example, if a student with learning support requirements only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics. Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties which may be apparent in class plus a brief summary about arrangements provided to the candidate.

Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check).

Assessment arrangements are based on a **candidate's current assessment access requirements**. The coordinator must therefore justify that assessment arrangements are necessary for the current assessment. For this reason, a medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

All supporting documentation must be uploaded with the online application. Original certificates or reports are not required.

In the majority of cases, upon submission of the online request with the attached supporting documentation, automatic approval of the request will be granted. In other cases, the requests will be referred to the IB Assessment Centre. Most of the **referred requests will be evaluated based on the information and evidence provided**, but for some, discussion between the coordinator and IB Assessment Centre may be necessary to decide on the most suitable arrangement(s) for the candidate.

IB Blogs also focus on differentiated learning [Removing barriers to learning: what does inclusion mean for the IB?](#) accessed 17 September 2024

Other considerations for learning

Before assuming that a student needs to be assessed for a learning "difficulty", it is important to consider if there are any other issues that may be hindering learning or causing students to exhibit challenging behaviours.

- Is the student new to the school? Could sadness, grief, anxiety or culture shock be influencing learning? A peer buddy can support the student in understanding what is acceptable and unacceptable in the new culture, and help the student to find his or her place and promote a sense of belonging.
- Has the student had a consistent learning background? How many schools has he or she attended? It is crucial to look carefully at the previous educational experiences and identify where there may be gaps or overlaps in learning if new learning experiences are to be relevant.
- Are levels of working English being masked by good speaking levels? Some students learning additional languages may not yet be ready to speak but may write well; some learners will speak without fear of making mistakes; other students will not speak until they feel that their spoken language is acceptable. When a student cannot express himself or herself it can threaten their self-image, leaving them without anything to say and with no apparent sense of humour. Language profiles and language mapping (*Language and learning in IB programmes, 2011:27*) can give information as to the true levels of all-round language development and assist in developing the knowledge of how best to help the student settle in.
- Are medical issues the reason why student learning is not optimal or why challenging behaviours are being exhibited? Screening for sight and hearing should be considered. In cases where students have more complex needs or are non-verbal, consider undiagnosed pain to explain unusual behaviours.

In any of these cases, understanding and patience will be necessary if learning is to progress.

Please note these are suggestions only and are intended to assist you in considering all barriers to learning. It is not an exhaustive list and does not constitute professional or diagnostic advice.

Växjö Katedralskola recently featured workshops at school and online (Tillgänglig lärmiljö) by our Learning Support Teachers on topics for group discussion about how classroom teachers can raise awareness of extra support for students. The DPC participated in educational webinars on learning support, academic coaching, and stress management for students in a learning environment, and in an ATL Cluster workshop to inform learning support strategies in the future. All faculty participated in a Cluster Workshop on developing ATL with students, and an ATTL Coordinator was appointed in 2022 and attended a workshop. We will focus on differentiation in 2025 on forwards, incorporation lectures on differentiation at the ASIB 2025 Conference.

In response to extended online lessons during the pandemic, the Academic Coaches carried out surveys with DP1 and DP2 students on their well-being and academic status. Students also gave feedback to the school on best practice for online teaching and learning: sustainable planning, point by point links on Chat, pauses in lessons for physical activity, each student to have the opportunity of using their camera to decrease isolation, lessons varied in sections, breakout groups are important to promote social learning, and much more. We have formalised our Individual Education Plan as follows:



Växjö Katedralskola, Sweden

World School 001106

Class Name Individual Education Plan

School information

School Name	Växjö Katedralskola Sweden 001106
Student Name	
Date of Birth	
Basis for differentiation	

Date IEP goes into effect: updated

IEP team members

IEP Plan Coordinator	name	email
Academic Coach		
Pastoral Care Team		
DP Coordinator		

Teacher education and support

Faculty have supported the student with 10% longer time with tests, Mocks, presentations, assignments and all areas requiring extended focus.

All faculty have been updated once a term on the challenges the student faces, and have participated in developing differentiation techniques in the lectures and workshops by the municipality 2021-2022. Faculty have also participated in lectures and workshops on language differentiation and scaffolding in SKUA, a Linnaeus University course 2023-2024.

Academic coach NAME has met with the student and guardians once a term for progress talks. Inclusive Access Support teacher NAME has updated the Student Health Team on a monthly basis on progress and challenges for DP1 and DP2 students with Inclusive Access Arrangements. Documentation is secure and follows GDPR regulations. (IEP continued)

Accommodations and/or services

Educational need	Accommodations/ service	Staff responsible for implementation	Frequency of accommodations/ service
...	Writing on word processor Extra time of 10%		Tests, presentations, assignments, classroom activities

Notes

The student meets with Inclusive Access Support teacher NAME on a regular basis, with clarified time management.

IEP approved: _____

Växjö Katedralskola DP Head of School Name
email

Request for Inclusive Access Arrangements for the May session for NAME for 10% extra time due to

The student has been diagnosed with, as documented on the summary of the neuropsychiatric report provided to the school. The student receives support. The report recommends that arrangements are made in school to plan schoolwork and adapt to environmental conditions to improve focus and decrease distractions. The diagnosis of ... reveals that the student displays ... and requires ... to best show their skills and knowledge.

The student is accustomed in the DP to having 10% more time in establishing and holding focus. The student works well when collaborating. The school has recognised the student's learning challenges and holds regular updates with the student. They have also worked on a word processor to support focus and re-focus when distracted.

Inclusive Learning

To reflect on and develop this Access and Inclusion Learning Policy, we have considered these questions for reflection as provided in the IB Programme Standards and Practices:

- Is the policy consistent with IB philosophy and practice?
- What are the implications for school development?
- How is the school community made aware of the inclusion policy?
- How is information communicated and coordinated during transition stages—changing schools, changing sections, changing campuses? (Be aware of data protection and privacy legislation, including those with respect to student privacy and health information privacy.)
- How are the inclusive learning policy and practices communicated to new staff?
- How does the school communicate its policies and procedures regarding confidential information?
- What is the extent of student learning needs at present?
- How are the needs of existing students being met?
- How many students in the school have learning support needs?
- How is inclusive provision documented?
- How is the provision for inclusion structured, coordinated and monitored?
- How is the overall access to curriculum, examinations and school activities reflected in the policy?
- How are individual educational plans reflected in the policy?
- What is the policy review process? How does it ensure that the inclusion policy remains a work in progress, keeping up to date with the needs of the student population and in line with learning needs legislation as well as roles and responsibilities?

Sources for students, teachers, parents, guardians, and other stakeholders (many in Swedish) are included at the end of this policy.

The IB has clarified the place of inclusion in Inclusive Design for Learning and Teaching <https://www.ibo.org/ib-schoolwide-adoption/strategy/inclusive-design-for-learning-and-teaching/> which we aim to discuss as a springboard for a future Development Plan on differentiation that would provide intentional benefit to all students.

IBDP alumni feedback to the DPC on issues of learning support has informed Växjö Katedralskola's IBDP Access and Inclusion Policy. **Thank you** to all our students that commented on this policy for insights and raising awareness of differentiation in teaching and learning, and some inspirational learning stories from alumni. We hope this document can help us all to learn.

Support Documentation

Online visual and other sources are indicated by links embedded in content above.

In Swedish and English, some sources follow for parents and guardians:
På svenska och engelska följer några källor om det inkluderiva lärandet:

Anpassningar av nationella program: Engelska ämnet

[Engelska 5 - Gymnasiet | Projektet Nationella prov i främmande språk - Nafs, Göteborgs universitet](#)

[Specialpedagogiska skolmyndigheten](#)

[Anpassa nationella prov - Skolverket](#)

All accessed 17 September 2024

Forskning/Research

Hur kan lärare uppmuntra elever?

https://gupea.ub.gu.se/bitstream/2077/26063/1/gupea_2077_26063_1.pdf

Elever med autism, Asperger's -- föräldrarnas perspektiv

[Utbildningscenter Autism - Utbildningscenter Autism](#)

Vilket stöd behöver barn med ADHD i skolan?

https://gupea.ub.gu.se/bitstream/2077/18500/1/gupea_2077_18500_1.pdf

Blogg stödmaterial

[Kartlägg barnets behov så här – verktyg – pedagogisk kartläggning – kunskapsnivåer – bedömningsstöd – mallar – krav](#)

All accessed 17 September 2024

Galloway D, Armstrong D & Tomlinson S. (1994) *The assessment of special educational needs: whose problem?* London. Longman.

IBO Blog Why Every School Should Care About Inclusive Education

[Why every school should care about inclusive education | IB Community Blog](#)

accessed 17 September 2024

IBO Building Practices for Inclusivity within the IB Community

<https://www.ibo.org/news/news-about-the-ib/building-practices-for-inclusivity-within-the-ib-community/>

accessed 20 January 2025

IBO Community Blog

[Celebrating 20 years of the internationalization of inclusive education: A peek into IB's own journey](#) accessed 17 September 2024

IBO Equity and Inclusive Education in the IB

<https://www.ibo.org/programmes/equity-and-inclusive-education-in-the-ib/>

accessed 20 January 2025

IBO Inclusive Design for Learning and Teaching

<https://www.ibo.org/ib-schoolwide-adoption/strategy/inclusive-design-for-learning-and-teaching/> accessed 20 January 2025

IBO Learning Diversity in the International Baccalaureate Programmes

[Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate](#) accessed 17 September 2024

IBO Research Summary: Universal Design for Learning (UDL) and Inclusive Practices in IB

World Schools [Research summary Universal design for learning \(UDL\) and inclusive practices in IB World Schools](#) accessed 17 September 2024

Strickland, S. (2022) *The Behaviour Manual: An Educator's Guidebook*. Woodbridge. John Catt

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Next review: September 2025