

Special Educational Needs Document

II. gimnazija Maribor



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International Baccalaureate

Special Educational Needs Document

IB DP at II. gimnazija Maribor

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Adapted from IBO: Candidates with assessment access requirements, 2014
Social and emotional well-being in IB schools, 2016
From principles into practice 2015
Development of positive academic mindsets in diverse IB schools 2017
Continuum standards and practices 2014
Programme standard and practices 2019
Special circumstances and arrangements 2019

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IB 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.

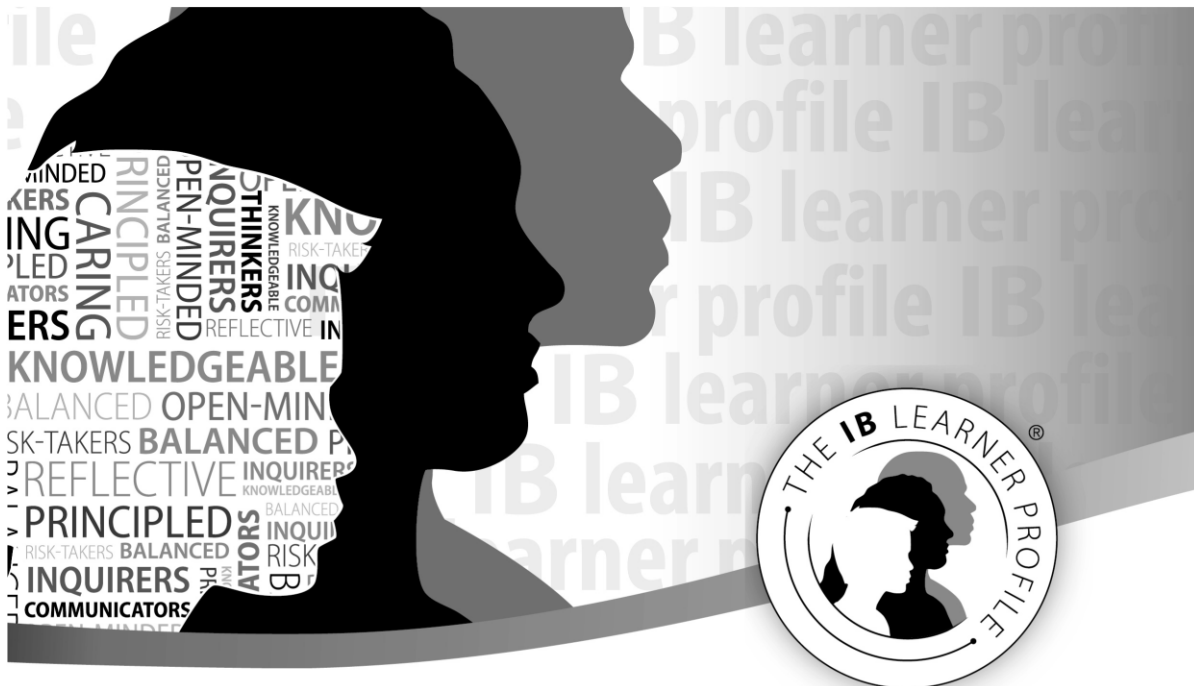
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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3. *General Overview*

II. gimnazija Maribor's *Candidates with Special Assessment Needs Document* is based on the 'Zakon o usmerjanju otrok s posebnimi potrebami 58/11 in dopolnitev 40/12 in 90/12' policy. Support for students with special needs is built on the practice of inclusive schooling. Implementation of programming for students with special needs occurs within the regular (peer group) classroom.

4. *Definition*

According to the II. gimnazija Maribor *Candidates with Special Assessment Needs Document*, students with special needs are those whose needs are such that they require support in addition to those provided by a classroom teacher, such as:

- 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

5. *Responsibilities of the School*

Our school has two guidance counsellors who work with students with special needs. The head of school is responsible for naming the team of teachers who should create individualised programmes (action plans, classroom attendance and assessment strategies) and monitor the progresses of individual students. The team responsible for individual students: the class teacher (leader of the team), counsellor (support), IB DP coordinator, and the head of school.

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6. *Differentiated Support*

Our school recognises the value of differentiated learning for students with special needs. Differentiated strategies enable students to meet outcomes or to have learning outcomes extended. The manipulation of additional variables such as time, organisation, and evaluation techniques would also be necessary to meet diverse student needs. Students with special needs might be accompanied by a guardian (a person who accompanies the child at all times during the lessons and the breaks) if it is specified so in 'Zakon o usmerjanju otrok s posebnimi'. However, specific individualised adaptations may become necessary to enable a student to meet the curricula outcomes. Adaptations are defined as strategies and or resources for accommodating the learning needs of an individual student. They are planned, implemented and evaluated for enabling a student to achieve curricula outcomes. Subject teachers and counsellors put extra effort into consulting the students individually with carefully prepared action plans.

Students enrolled in the IB programme work towards achieving the assessment objectives as described in each of the subject guides. It is recognised that these objectives cannot be changed. Special arrangements for exams can be made if the student meets the criteria as laid out by the International Baccalaureate Organization in the document "Candidates with assessment access requirements 2014".

7. *Accommodations for Assessment*

Our school follows section 4 of the "IBO candidates with assessment access requirements 2014." A formal request for special arrangements should be submitted to the IBO at least 12 months (or by the 1st of May for the May examination session) prior to the student writing the exam. Supporting documentation, such as an original medical certificate or education report translated into English, must accompany the request.

7.1 On the basis of this document the following characteristics of students who may require special assessment arrangements should have been made due to one or more of the following:

- Specific learning issues, language and communication disorders
 - Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
 - Speech and language issues characterised by communication problems (for example, aphasia, dysphasia, articulation problems).
- Social, emotional and behavioural issues
 - Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.
- Physical and sensory conditions
 - Physical disabilities include a wide range of conditions that are not always immediately obvious but affect mobility.

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- Sensory issues: hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure or function of the eye, affecting vision.
- Medical conditions
 - The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.
- Mental health issues
 - A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate's life.

7.2 The following are a list of arrangements that may be granted once IB has reviewed the required documentation:

- Additional room in isolation and an extra invigilator who would accompany the student at all times throughout the assessment period or examination.
- Additional time – from 25 – 50 % more time is allowed for the candidate, which gives them 15 – 30 extra minutes for every hour of exam time.
- Rest periods – supervised rest time may be allowed, during which time the candidate is not allowed to work on their exam.
- Information and communication technology – a computer could be used to type the answers to the exam questions instead of handwriting them. The student cannot use any software that would give the candidate an unfair advantage during the exam. Voice-activated technology or augmentative speech equipment can be requested when this has been the candidate's normal way of working in the school.
- Scribes – persons who write down dictated answers from the candidates.
- Readers – persons who read the questions aloud to the candidate and can also read back answers the candidate has provided. The reader cannot explain a question or give advice on how to answer the question.
- Communicators – persons who are able to convey information to candidates with hearing impairments, through the use of lip-speaking, finger-spelling or sign language.
- Prompters – persons who ensure that candidates are able to pay attention to the examination. This would normally be authorised for candidates diagnosed as having neurological or cognitive disabilities resulting from severe attention problems.
- Modifications to examination papers – normally made for candidates with hearing or visual issues, such as providing an exam in Braille, enlarged print, prints on coloured paper, modifications to the visual complexity of the exam or modifications to the language of the exam paper.

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- Audio recordings of examination papers – the IB may provide an exam paper on a CD. This is a limited service and is unavailable for exams with illustrations, tables, diagrams or sketch maps.
- Audio recordings of responses to examination papers – the candidate dictates answers into an appropriate recording technology. This is used when a scribe is not available and cannot be used for examinations in groups 1 and 2 or with examinations that require the candidate to produce visual material such as an illustration, table, diagram or sketch map.
- Transcriptions – A candidate's response to an assessment component is submitted in a form other than the candidate's own handwriting. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.
- Alternative venues for examinations – if a candidate is too ill to attend school but on medical advice is able to take the examinations at home or in hospital, authorisation may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group. A qualified invigilator must be present.
- Extensions to deadlines – this arrangement applies to cases of illness (student, teacher) or accident when a candidate is genuinely prevented from completing work in time for the coordinator to submit the work to the examiner.
- Assistance with practical work – if a candidate has a physical disability, assistance with practical work can be requested. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in experimental science or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate's health or safety.
- Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Programme. However, if an assessment component or part demands a physiological function that a candidate is unable to perform, an exemption may be authorised.

II. gimnazija Maribor and the document for candidates with assessment access requirements recognises its responsibility for determining whether accommodations can be made for individual candidates and that all such accommodations should be in agreement with IB policy. We understand that applications for special arrangements have specific requirements and may need appropriate supporting documentation by sending the D1 and D2 forms. Should there be a case of emergency and the student is not able to attend the examination, the D2 form will be filled in and sent to the IBO organisation which is in the conditions and terms of the IBO. We will ensure that all special arrangements comply with section 4 of the document.

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8. Resources:

IBO: Diploma Programme: From principles into practice, 2015.

IBO: Social and emotional well-being in IB schools, 2016.

IBO: From principles into practice, 2015.

IBO: Development of positive academic mindsets in diverse IB schools, 2017.

IBO: Continuum standards and practices, 2014.

IBO: Programme standard and practices, 2019.

IBO: Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, 2010

IBO: Candidates with assessment access requirements 2014. Accessed at: [http://karmelicka.edu.pl/ib/IBO%20documents/IBO_document_Candidates_with_assessment_access_requirements.pdf] on 23. 6. 2019 at 23.00.

IBO: Special circumstances and arrangements, accessed at http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpyyy_vmx_0809_1/html/DP2008/production-app6.ibo.org/publication/78/part/6/chapter/1.html on 24. 6. 2019 at 8.00

Zakon o usmerjanju otrok s posebnimi potrebami 58/11 in dopolnitev 40/12 in 90/12'. Accessed at: [<http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO5896>] on 23. 6. 2019 at 23.15