



Katedralskolan
Skara, September the 20th, 2014.



Special Needs Policy at Katedralskolan in Skara

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 organisations 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.”

www.ibo.org

Special Needs Philosophy

The IB learner profile and the IB Mission Statement are the bases for the philosophy of special needs and how we work with them. By looking into the abilities and strengths in every individual student, adapted to the situation, we try to lead the students forward in their personal development towards the qualities described in the IB learner profile, as well as towards high academic standards. When needed, we try to support every individual student in the best way possible.

Special Needs Procedures at Katedralskolan.

At Katedralskolan in Skara our aim is to create an atmosphere based on the values of the IB Learner Profile and the IB Mission statement. Therefore we want to ensure that any student with the right ambition and attitude will be able to achieve the standards required for an IB Diploma. Our aim is to have a student body which represents diversity in language, nationality, interest and social belonging. However, we are fully aware of the fact that some students are likely to feel more at home and to have greater benefit from other models of education. Therefore we have designed our entrance criteria procedures in order to identify those students and help them and their parents to find the best education for them according to their individual needs. We also want to identify students with **special needs** who, if given the right support, will be able to reach the standards required of a full IB Diploma.

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At Katedralskolan we have a students' special needs team consisting of nurses, student counsellors, special needs teachers and students' careers counsellors. They work with the entire school's student body. However some of them have special responsibility for the students at the IB Programme. The tutor, however, is often the most central school representative for every single IB student, a person to whom he or she can turn if help is needed. It is then the tutor in cooperation with the head, team leader, coordinator and the school's special needs staff who guides the student forward in the process. When it comes to special support the special needs team offers professional help within their areas.

What is considered Special Needs at the IB programme?

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 special needs. CAS could sometimes also be a problem for some students and thus require extra support.

How and when can we detect students with special needs?

- When the student starts at our school we get reports from the student's former school about learning difficulties.
- At our Entrance Criteria Day, we have entrance tests to identify special needs in English and Maths. We can also find out about planning difficulties such as lack of time management skills during the interviews at this very day. The results of these tests can, in some but very few cases, also be the bases for not recommending the student to choose the IB Diploma Program.
- During regular development talks, the first one in the beginning of the preparatory year, we regularly check with the parents and the student in question if the student needs extra support.
- Subject teachers regularly report to the tutor if a student risks not to fulfil the assessment criteria of a passing grade in a course.
- At regular team meetings and at midterm conferences, which are also attended by the student support staff, the IB Teachers and the special needs staff discuss the student's results and achievements and together we get an overall view of the student's strengths and weaknesses. We also decide whether it is essential to bring the student up at a conference with the "special needs staff" and the headmaster for identifying the relevant further actions of support for that individual student.

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If special needs are detected.

The tutor has a preparatory conference with the “special needs’ staff” at the school together with the headmaster responsible for the program. Here it will be decided whether the student with special needs requires extra resources or extra special help. The student’s tutor together with the student and his or her parents coordinates the initial actions decided. If there are severe problems they will be handled by expertise representatives within medical and /or psychological care

What help can be given?

- The “**special needs staff**” can help stressed students with organizing, prioritizing his or her studies .They can also help to get a diagnosis if Dyslexia or Dyscalculia is suspected.
- The **school nurse** can help out with medical support and facilitate contact with medical or psychological care.
- The **students’ counsellor** can help out with psychological and family related problems and if needed contact social authorities.
- **The IB Coordinator** can apply for special circumstances during the IB exams, such as extra time.
- The **subject teachers** can together with the students, the tutor and the staff for special needs find special solutions in the teaching process to facilitate for the student.
- The **students’ careers counsellor** can help to plan and design the courses within the student’s individual program so the combination aligns with the student’s capacity and wishes.

Katedralskolan September the 20th, 2014.

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