



ROGALAND
FYLKESKOMMUNE



IB Diploma Programme at St Olav videregående skole

Access - Special Needs Policy

Revised: Spring 2026



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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 organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage young people across the world to become active, compassionate, and lifelong learners who understand that other people with their differences can also be right.

St. Olav videregående skole Mission Statement

We are diversity, we create mastery, we offer opportunity.

Diversity: We are inclusive and have a place for all. We embrace different ideas and personalities. We vary instruction and offer individual accommodations.

Mastery: We motivate each other and want to learn. We develop individually through social and academic collaboration. We are curious, persistent, creative and optimistic.

Opportunity: We are open for learning now and in the future. We offer wider variety of subject choices for future study and career. We grow as individuals.

Student democracy at St. Olav vgs

All tutor groups at St. Olav vgs are represented in the Student Council. The student council meets six times per school year with the representative for the Head of School and the Student Environmental Officer to discuss issues related to student academic and social environment.

The Student Board is comprised of one class representative from each year group and has direct contact with the Head of School. They meet six times per school year with Head of School, a member of the school management team and the Student Environmental Officer. Meetings take place prior to the Council meetings and arrange the agenda for these. This ensures that student voices are heard, represented and have an influence on school life and policy.



How do we address students' academic needs?

St. Olav vgs has two academic counsellors each with a focus on one year group in IB. They offer career guidance as well as assistance with university applications, and all such related matters. Appointments are made as necessary. In addition, one of the counsellors is a member of the IB Advisory group together with the IBDP Coordinator and CAS Coordinator and attends all Pedagogical Forum meetings plus general IB student meetings with the IB Coordinator to issue information and elicit response/information on student needs.

Any student with diagnosed special requirements is approved – upon receipt of formal documentation – for Inclusive Assessment Arrangements (IAA) relevant to specific tests and assignments such as separate testing room, reader, scribe and so forth. Should there be any indication of a student requiring extra help, they will be referred to in-house testing. The school will provide access to the Lingdys programme as well as to audio books and technical support as required.

IB students have access to extra tutorials with all subject teachers. These can be arranged by the teacher and/or requested by the student or a group of students. Students are encouraged and supported in establishing study groups in school.

How do we address students' physical needs?

Currently, the majority of IB classes other than Science labs are held in the ground floor classrooms or the basement. All floors are accessible by stairwells and elevators which students may be granted permission to use. Some study/tutorial rooms are available for students and for teacher-student interviews. The upcoming level of refurbishment will produce more such rooms for our disposal.

How do we address students' psychological needs?

St. Olav vgs has two pastoral counsellors each with a focus on one year group in IB, and concerned with students' social, emotional, psychological welfare in accordance with Norwegian regulations. Additionally, a school nurse is on the premises frequently throughout the week to meet solely with students on a drop-in basis. Students may, however, request an appointment at any time. In addition, the local health centre is close by and the school has close contact with the personnel there so students can drop in without prior appointment anytime there is a need.

The school has a dedicated Student School Environment Coordinator who is qualified to work with students, supporting them with diverse needs – academic and social – and ensuring they receive targeted help as relevant, individually, in classes, and as whole year groups. In addition, two members of staff are appointed as monitors for student information and support with issues such as social concerns and/or substance abuse.



In accordance with 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.

Identifying, documenting and supporting students with special/particular needs

Upon starting the IB Diploma Programme at St. Olav vgs, students are placed in tutor groups of around 10 – 15 students with a Personal Tutor who is also their teacher in at least one IB subject. These groups meet every month during the school day for a dedicated session to discuss issues of concern. The personal tutor also arranges an in-depth opening interview with each student in their charge to discuss pertinent issues: academic, social, emotional, psychological and physical. This is followed up with a meeting towards the end of each semester. Personal tutors are also CAS Advisors and meet with students twice per semester to specifically discuss their individual CAS programmes.

In addition, Personal Tutors meet once a semester with the CAS Coordinator to give an overview of student progress on their CAS programmes. At this time, any problems or issues are discussed and progress checked. Meetings are held each semester between Personal Tutor, IB Coordinator and Counsellor to record grades, conduct and any areas of concern. The Personal Tutor will then raise these issues with the relevant student and, where permitted, contact parents/guardians and other personnel as necessary. Any areas of concerns are then documented in line with Norwegian government regulations.

Should a student be identified with special/particular needs, a suitable individual learning plan will be discussed and put in place in cooperation with the student and any relevant staff or outside personnel. In addition, a meeting will be held with the personal tutor, counsellor and IB Coordinator (Trekantmøte) to track the student's welfare and make adjustments as necessary. These meetings occur three times per school year. These are followed by a staff meeting to outline a plan of action for the student. The student will be involved in discussions at each step of the process.

From August 2024, the school will have personnel qualified to test for language difficulties such as dyslexia not in only English and Norwegian but also many other languages.

Personal tutors who observe students with special needs inform the IB Coordinator who will inform the student of their rights within the IB Diploma Programme regarding help available on/with final exams. We encourage close cooperation between student, school and home.

Academic staff provide regular opportunities for extra tutorials in all subjects throughout the Diploma and should it be necessary a specific academic plan will be put in place for individuals or small groups.

Once a student is 18 years old, they have full legal control over their own information and this must remain confidential; parents/guardians may not be included in any discussions or decisions without the student's express permission. At the age of 16 years, students must also consent to parent/guardian involvement. The school has targeted *Inclusion* as an area of staff professional



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development throughout this school year. This work is conducted in interdisciplinary as well as subject-specific groups, involving in-house and external expertise.

This policy is reviewed and updated as relevant by the IB Coordinator and relevant members of the IB Advisory Team and the Senior Management Team.