



INCLUSION & ACCESS POLICY

International School Rhein Main

Last updated: 03/10/2022

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

“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.

(Source: IB Mission: 'Learning Diversity & Inclusion in IB Programmes', IBO)

1. INTRODUCTION: FOSTERING A CULTURE OF INCLUSION AND DEVELOPING INCLUSIVE PRACTICES AND SERVICES

Inclusion is a cornerstone of ISRM's Mission, Values and day-to-day practices of teaching, learning and life at the school. It is an ideal to which we aspire and a process to which we commit ourselves as a community of learners.

In pursuit of this aim, we first and foremost find inspiration in the *right to access inclusive, quality education* (Article 24, UN CRPD). Beyond the norms and obligations enshrined in this UN Convention however, and in line with the IB Mission and relevant Policies (cf. Sources), ISRM believes that inclusion means proactively fostering a school culture in which *everyone feels included and has chances to be successful - a culture that actively embraces and celebrates the diversity of all learners within the school community.*

To this end, ISRM follows a **‘whole child’** philosophy to teaching and learning, which recognizes the individuality of all students and puts them at the center of the learning process. We offer opportunities for learning and development in different areas of educational and personal strengths as well as of different needs/challenges and equally highlight and celebrate growth and achievements in both. By approaching teaching and learning through this perspective, we avoid labelling students and acknowledge that all students may need different types of support at any moment during their school career.

Further, ISRM believes that *inclusion is a **whole school** effort and the responsibility of the entire community (not just of ‘SEN’ staff and their students).* When staff and parents collaborate as partners, students thrive. As a School, we aim to foster a



‘culture of inclusion’ at all levels and among all stakeholders of the organization and create a learning environment in which everyone feels safe to pursue challenges, take risks and to grow as a learner and an individual. As a community, we actively seek to raise awareness and organize school-wide activities and events that further strengthen and ‘enculturate’ the School’s /IB’s inclusive values. Secondly, for students with additional needs and those who learn differently, we offer a *range of teaching practices and support strategies and services both within and outside the classroom* to help such students overcome barriers to learning and demonstrate their ability. Support starts in the classroom and may include participation in dedicated support classes, teaching, mentoring and counseling meetings. By targeting inclusion through initiatives and actions that permeate all aspects of life at the ISRM and constantly developing and improving our capacity to offer accessible and comprehensive support services, we hope that students can thrive, be successful and truly grow into the IB Mission, Vision and Values and develop as rounded individuals.

Finally, as we embark on this process as a new school, we recognize that inclusion is a continuum in which we aspire to grow as an organization. In this process, we orient ourselves to and progressively strive to realize the following goals set out by the IBO *The IB guide to inclusive education: a resource for whole school development* (2015):

- Reflect the school’s mission and values.
- Articulate the school’s vision on inclusion.
- Articulate practices and procedures developed to remove barriers to learning.
- Be in accordance with local legislation and school policy.
- Be consistent with IB expectations as stated in the IB standards and practices.
- Be accessible to the whole school community.
- Link with the school’s policies (that is, language, learning, assessment).
- Be regularly reviewed at designated intervals in the school development cycle.
- Be clear about limitations to inclusion and how future school development addresses the limitation.
- ensures further that:
 - students are at the centre of learning and can take responsibility for their learning when appropriate
 - resources are progressively made available and capacity is developed
 - procedures and provisions remain consistent
 - legal requirements are known and adhered to where necessary
 - policies and procedures remain fit for purpose
 - the learning environment (social and physical) lends itself to inclusion
 - differentiation is supported from planning through to instruction and assessment.



- support schools in developing an inclusion policy, a set of reflection questions in the areas of school organization, school development, resources, stakeholders, communication, confidentiality, learning, policy documentation and policy processes have been developed.

2. ORGANISATIONAL CAPACITY: SUPPORT SERVICES & PROCEDURES

Because inclusion is a ‘whole school’ effort, it involves multiple partners and stakeholders and is organized along a continuum – from incorporation of inclusive philosophy, teaching practices and support strategies in the classroom to dedicated *general, moderate and intensive support services* as well as active collaboration with parents and outside partners.

Admissions

Admissions is the sole responsibility of the ESRM School Management – including the Director, Deputy Director, Head of Secondary and MYP Coordinator. It may include consultation with the SEN Coordinator/Psychologist or other staff of the Support Department. The Director(s) has/have the prerogative to make the final decision on admissions.

Once a student is enrolled in ISR, it is the responsibility of the school to meet the student’s learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements.

That said, ISR cannot admit all students with additional needs and reserves the right to decide that it does not have the capacity or that it is in the best interest of the applicant student or the class of students to enrol the student and may declare itself not competent and refer the student to a more suitable specialist school.

Communication and collaboration with Parents

When parents and the school work in partnership, children achieve better results. Communication and collaboration therefore aspire to be open, regular and a three-way process involving staff, parents and progressively students. As parents enrol their child and at any point thereafter, they have an obligation to the inform the school of additional needs or history of support, so that the school is in a position to organize reasonable accommodations and support. The school in turn aims to provide regular feedback on the student’s performance and well-being - including possible areas of educational and socio/emotional need and support. A range of channels and tools are available, including feedback on individual student work (assignments, assessments),



bi-annual reports, the individual learning plan (ILP), parent meetings and parent evenings and assemblies. Further, in line with the principles stated above, the school also seeks to raise awareness about inclusion, special educational needs and well-being by reaching out to parents and sharing information through newsletters and events.

Inclusion starts in the classroom: Roles of Responsibilities for Teachers

Classroom/subject teachers have several tools and strategies at their disposal to foster a culture and climate of inclusion and help students access learning.

First, in response to student variability, teachers employ a range of flexible and differentiated instruction practices in lessons – e.g.: using multiple entry points, accommodating for different learning styles and using various strategies for differentiated instruction (cf. below).

Second, teachers may employ a range of support strategies to make learning accessible, such as chunking and scaffolding assignments, making resources available in different formats, offering additional time and incorporating the use of technology. Class teachers also make sure that students with diagnosed additional needs can use the accommodations/access arrangements granted to them in their ILP (see below). Following the principles of UDL (Universal Design of Learning), ISR Mal progressively seeks to integrate technology to allow students to access learning on their own and develop into independent learners. The school operates a BYOD (Bring your own device) Policy in which technology is progressively integrated into the learning process over time and throughout the years.

Third, classroom and subject teachers also have a responsibility to identify potential additional needs and communicate this to parents, the ISR Mal educational leadership (management) and the Support Department (a team of dedicated support staff and experts within the school) for further evaluation and support interventions. Training in special educational needs and provisions is part of continuing professional development of all staff and experts (e.g., psychologists, pedagogues) are available as a resource and may be contacted by staff, students and parents.

Finally, classroom teachers play a key role in establishing a culture and learning environment of inclusion through their interactions and conscious/deliberate use of language.

The IB's principles of teaching for learning diversity



The IB has identified four principles of good practice for teaching that promote equal access to the curriculum for all learners across the continuum of IB learning, including:

1. Affirming Identity and building self-esteem: *“At the core of all learning is the affirmation of student identity to promote self-esteem. Students with a positive identity are more able to take the risks necessary for successful learning.”*
2. Valuing prior knowledge: *“Prior knowledge is the foundation on which to develop new learning. It cannot be assumed that students will necessarily share the same previous learning or will be able to demonstrate learning in the same way.”*
3. Scaffolding: *“Scaffolding involves developing student independence and provides access to the curriculum for all students. Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery while receiving constructive learning feedback at all stages. Scaffolds such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers can be designed so that prompts are diminished over time and independence is fostered.”*
4. Extending learning

(Source: **Learning diversity and inclusion in IB programs** - Removing barriers to learning, IBO)

IB approaches to teaching and learning

The IB's six approaches to teaching provide a guide for educators in IB World Schools. In addition, the focus on **approaches to learning** is grounded in the belief that learning how to learn is fundamental to a student's education. **The six approaches to Teaching include:**

1. Teaching to Variability: drawing on the concept of 'learner variability' (Meyer, Rose and Gordon, 2014), this approach recognizes that brain networks are variable and not fixed. Therefore, all students may experience barriers to learning at some point in their school career. Students are considered in terms of their strengths. The IB has moved away from the use of deficit labels to identify students and instead considers the areas of challenge that a student may experience: reading; writing; mathematics; social and emotional learning and behaviour; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; and medical/illness.
2. Differentiated instruction: “Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.” (cf. Tomlinson & al., 2013)



3. Universal Design for Learning: “UDL is a framework for curriculum development that provides all students with equal opportunities to learn and provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress” (Rose and Meyer 2011).
4. Collaboration: “inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities. Dynamic learning communities incorporate the whole school community and take into account the voices of all learners, their parents and caregivers, support staff, and non- teaching staff. Collaborative learning activities include activities with shared goals and involve all members of the school community and may include group research and projects, debates, and extend to collaborative planning and collaborative teaching...”
5. Technology: “the sound and balanced use of multiple technologies is integral to IB constructivist to teaching and learning and actively supports the curriculum. “IB technologies” aim to be: 1) evident but seamless in the curriculum, 2) accessible to all learners, used to facilitate classroom environments that are inclusive and diverse by design, and useful in enhancing curriculum design and lesson planning, 3) adaptive to many contexts: cultural, physical and educational.
6. Assistive technologies: are those technologies used in the learning environment to: 1) consolidate, assist or enable learning (Abbott 2007), 2) release talent. In a sense, all technologies are “assistive”, as they aid teaching and learning. A technology is only “assistive” if the user considers it so. It is the responsibility of the community to ensure that technologies chosen both fit in to the general student population and are fit for purpose (whenever possible). Learning diversity paradigms do not cause students to stand out because of their differences, but to stand out because of their achievements.

Roles of Responsibilities for Support Staff

Beyond the classroom, a range of support services can be made available to students when an additional need is identified. These are organized as a continuum, ranging from general to moderate and intensive support and including educational, psychological, pedagogical and socio-emotional support. These additional support services are offered by expert dedicated staff within the Support Department, including Psychologists, Counselors and SEN/subject teachers.

General Support aims to address two areas: gaps in knowledge and skills (e.g., as a result of moving/transitioning to new schools, illness or learning needs and difficulties) and training in general learning skills (e.g., Study Skills, Approaches to Learning and



Socio-Emotional Learning). This is organized through additional subject-related lessons as well as dedicated skills trainings (e.g., study skills, ATL, SEL).

Moderate Support is for students with additional learning or SEL needs. Students under this category may have a suspected diagnosed learning difficulty, developmental or affect disorder, and may need more intensive and individual support to overcome barriers to learning or address problems in well-being. Any student may receive moderate support. A formally diagnosed need, disorder or disability is not a precondition for moderate support. Moderate support may also imply the need for dedicated help with organization and time management, in which case a student is referred to the PA (pedagogical advisor) for ISRM. Any student, parent or teacher may request moderate support. Typically, moderate support students will receive counseling or mentoring from a member of staff. After some time, they may leave support or be referred to more intensive support if/when needed.

Intensive support is for students with a diagnosed special educational need that clearly and significantly affects the learning process or well-being – both within and outside school (e.g., therapy). Typical special needs may be: learning difficulties (e.g.: dyslexia, dyscalculia, ADHD, dyspraxia, autism spectrum disorder,), emotional/affect and other disorders affecting the learning process (e.g.: anxiety, depression, acute stress, eating disorder,) or physical needs, disabilities or illness (e.g.: impairment in vision, hearing, speech, cerebral palsy, motor disabilities/student in wheelchair, students recovering from a severe illness,). Intensive support may also mean the need for intensive language training (EAL) for non-native speakers, in which case a student is referred to the EAL coordinator as well as for severe behavioral difficulties that significantly affect the student's learning and classroom environment. Students who are on intensive support will receive regular individual support from a member of the ISRM Support Team.

Procedure for Referral

In the course of teaching, a teacher may suspect or identify additional needs that may require expert evaluation and assessment. In such a case, the teacher informs the school's pedagogical Leadership (IB Coordinator and Assistant Head for Pedagogy) and the relevant ISRM/ESRM psychologist (educational psychologist in the case of learning difficulties and counseling/SEL psychologist or social pedagogue in case of SEL, well-being, behavioral and safeguarding concerns). The Assistant Head thereupon invites the family for a roundtable meeting to share feedback, discuss possible needs and areas for further assessment and support (internal, external). Participants at this meeting are typically: the student's parents or main caretaker or guardians, the student (whenever possible, sometimes only for part of the meeting),



the class/form teacher, the MYP Coordinator, the Assistant Head for Pedagogy and the Educational or Counseling/SEL Psychologist – depending on the need. Sometimes, external therapists may participate to share their expertise and coordinate follow-up and expert support.

Diagnosis and Individual Learning Plan

A psycho/educational/medical evaluation and diagnosis of additional needs must be conducted by a registered external practitioner who has the required relevant expertise (usually an educational or clinical child/youth psychologist, specialist medical doctor e.g., or child/youth psychiatrist, in some cases may also be a pediatrician, neurologist or occupational psychotherapist). If a student has been diagnosed with a special educational, emotional or physical special need by such an external expert, a follow-up meeting is scheduled with the school's psychologist and support coordinator, parents and the student and an ILP is written. This ILP contains a clear description of the student's needs/learning goals and areas of support – including accommodations and support (general, intensive) within and outside school. The student in question will receive regular support from a member of the School's Support Department until no longer needed. Interventions and progress are communicated to all stakeholders. Progress meetings and class councils are held twice a year, at the end of each semester.

Accommodations and access requirements are granted by the ISRM educational psychologist and support coordinator in coordination with the MYP/IB Diploma Coordinator and Educational Leadership and in line with the *IB Access and Inclusion Policy*. A Distinction is drawn between access arrangements requiring authorization and access arrangements not requiring authorization as well as between access arrangements for the MYP and IB cycles. For centrally administered assessments (MYP E-Assessment and IB Diploma), schools submit a request for access arrangements that require authorization to the IB Secretariat as foreseen in the Policy on Access and Inclusion.

The IBO Policy on Learning Diversity and Inclusion states that *“Learning plans celebrate learning success, build on strengths and circumvent difficulties to develop the whole student. They describe the individual reasonable adjustments (accommodations) required to achieve expected learning outcomes”* (IBO, 2015). ILP's meet the following criteria:

IB: ILP KEY CRITERIA

Acknowledge student strengths and interests.
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Are focused on individual strengths & challenges rather than medical and psychological labels.
Are developed in a collaborative process. Learning plan meetings are student-led.
Are properly integrated with the technologies the student uses in and out of the classroom.
Consider learning outcomes that are considered relevant by students, parents and teachers.
Include Teaching and learning strategies are linked to the IB approaches to teaching and learning skills and the IB learner profile.
Learning and learning progress are evidence-based.
Learning plans respect confidentiality.

Communication of Accommodations to Staff and Data protection

Information about student additional needs and possible diagnoses is shared on a need-to-know basis and respecting strict confidentiality and data protection rules. The information is stored in the Student's File in the School secretariat and at the offices of the School Psychologist (educational, counseling/SEL). If a student is diagnosed with an additional need, the parents and/or student are asked which information they wish to share and this communication is agreed with parents and marked in the ILP (some parents and students wish to share everything, whilst for others only the bare minimum needed to ensure adequate support is desirable). For all students, individual accommodations/access arrangements are communicated to all teachers in the Staff Room and on dedicated and closed/secure channels on MS Teams. Special PD training sessions are held at the start of the year for new students and students moving into MYP 1.

3. INCLUSIVE ACCESS ARRANGEMENTS

What and why?

ISRM follows the guidelines and access arrangements from the IB *Policy on Access and Inclusion*¹. In line with the Policy, we draw a distinction between access arrangements (also called 'accommodations') that require prior authorization from the IBO and those that require no such authorization and can be awarded by the schools themselves. A further (minor) distinction lies between access arrangements available in the MYP and those that exist for the IB Program.

¹ https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/access-and-inclusion-policy-en_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf



The following text mainly lists and briefly describes the different possible inclusive access arrangements. For details about the arrangements in question and the procedural requirements for documentation and authorization, we refer to the IB Policy.

Access arrangements are a central tool to reduce barriers to learning and improve access for SEN students. To qualify for access arrangements, a student must:

- Demonstrate a special educational, psychological or physical condition (WHO ICD Diagnosis), through an independent assessment by a medical/psychological/educational expert;
- Attestation by the school and the expert of the genuine educational impairment caused by the diagnosis. The degree of the access arrangement depends on the severity and impact of the need.

The purpose of access arrangements is to compensate for disadvantages emanating from additional needs and ensure that grades awarded for assessed work in any subject are an accurate reflection of that candidate's level of attainment. This is to ensure that the same standards of assessment are applied to all candidates and level the playing field. Access arrangements for a candidate must not give that candidate an advantage in any assessment. In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties in their assessment.

The access arrangement of the IB may not reflect the standard practice of any one country. Also, the IB does not practice the term 'modifications' or 'modified curricula'.

Rules & Procedure for Access Arrangements requiring Authorisation

Inclusive access arrangements must be planned early on during the course of study and be incorporated as the usual way to access classroom work and tests. They must be a candidate's usual way of working during his or her course of study and must be established at least six months prior to the date of the request/implementation to the IBO. The candidate must be familiar with any assistive equipment and any software that is requested as an inclusive arrangement. If any human support is required (such as access to a reader), the candidate must practise with the person acting in this capacity in advance of the examination. Access arrangements cannot be awarded retroactively.

An application for inclusive access arrangements must be *submitted on behalf of a candidate by the MYP /IB coordinator using the online request form on IBIS*. Although



the SEN Psychologist/Coordinator or a teacher may complete and save the online application, it is ultimately the coordinator's responsibility to submit the completed form.

To prevent a (perceived) conflict of interest, the person providing support must not be another candidate, a relative of the candidate, the subject teacher or a representative from an advisory service.

Deadline for submission of request for inclusive access arrangements

Requests for inclusive access arrangements for candidates with total vision impairment and hearing challenges who are taking the MYP e-Assessment must be submitted **no later than one year before the examination session** as this would require the IB to adapt the examination for the candidate. All other requests for inclusive access arrangements must be submitted at least **six months prior to an examination session**, that is, **by 15 November** for candidates registering for the May examinations session and by 15 May for candidates registering for the November examinations session.

Evidence required (supporting documentation)

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements".

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners;
- Educational evidence from the school. A psychological /psycho-educational /medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment. 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 access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spellchecker).

INCLUSIVE ACCESS ARRANGEMENTS in the MYP

The Following Access Arrangements do not require require authorisation from the IBO and may be awarded by the ISRM.



MYP ACCESS ARRANGEMENTS NOT REQUIRING IB AUTHORIZATION

To take an examination in a separate room
Appropriate seating to meet the needs of individual candidates.
A care assistant (must not be another candidate or a relative)
A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations. This also includes use of buffers such as headsets, earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound.
Use of a prompter due to attention issues, psychological or neurological conditions. The use of the prompter should not disturb other candidates. The prompter may only prompt the candidate and not provide any form of assistance, draw the candidate's attention to any part of the examination paper or script. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally.
For a candidate with hearing challenges , a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
For a candidate who has colour blindness , a designated person is permitted to name colours in an examination.
A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. Rest time is not counted towards the duration of the candidate's examination. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although <u>10 minutes per hour</u> is the general recommendation.

NB: Spelling is **NOT** part of the assessment criteria. Unlike in many national systems of education (or the European School Rhein Main), is therefore not required to request a 'spelling waiver' for students with dyslexia (see clarification from IBO, Cardiff, 2021).

The Following Access Arrangements require prior Authorisation from the IBO and must be requested at least 6 months prior to the MYP E-Assessment (For MYP 5: November 15, 2023).

MYP: ACCESS ARRANGEMENTS REQUIRING IB AUTHORIZATION

<p>1. Access to modification in the presentation or format of the examination, including:</p> <ul style="list-style-type: none"> • Access to alternative font and/or text/background colour • Alternative accessible font • Alternative text/background colour



2. Access to **additional time**

- The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of examination) for candidates with mild challenges, to **25% additional time (15 minutes)** for each hour of examination) which is the standard applicable to most candidates. 50% additional time (30 minutes for each hour of the examination) may be appropriate for candidates with more severe challenges. In exceptional cases, or for candidates with visual challenges working with Braille who have a requirement for substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour the additional time should be given on a pro rata basis.
- Where required, additional time may be applied for candidate work that is internally assessed.
- For all written/on-screen examinations, additional time may be considered as an access arrangement when there is a learning challenge or if there is a physical, sensory, neurological, medical or psychological challenge.
- The amount of additional time is dependent on the severity of the challenge, as shown below.
 - 90–100: 10%
 - Below 90: 25%
 - Below 75: 50%
- For mathematics and other subjects that require calculations, when a candidate only has challenges in the area of **mathematics**, additional time 25% may be authorized if the standard score is 90 or less in a test of mathematical fluency. If the standard additional time applicable for all subjects is requested (25%) a separate request for additional time in mathematics is not necessary.
- For all oral examinations, a candidate may be authorized 25% additional time if the standard score is below 90 in any measure of processing speed or memory that affects expressive and/or receptive speech and communication, for example: the candidate has speech and communication challenges including stuttering or the candidate has psychological challenges such as social phobia and anxiety.
- For candidates with attention challenges, where there are no standard scores on executive functions (such as processing speed and working memory) in psychological reports and where there is substantial educational evidence to justify the need for the requested arrangement, the standard 25% additional time may be authorized. For candidates with milder challenges, 10% additional time may be appropriate.
- Where a candidate can be supported with **rest breaks** instead of additional time, the former should be applied rather than submitting a request for the latter. For



instance, a candidate with diabetes may need the breaks to check sugar levels or for food intake, but may not need additional time for the actual task of completing the examinations.

3. **Access to writing:** Candidates may require access arrangements to provide written responses. Difficulties in writing may arise due to specific learning challenges or visual challenges (such as Dyslexia, Dysgraphia/Dyspraxia or visual impairment. (needs clarification))

NOTE: differences between access to producing written responses in MYP and IB DP

4. **Graphic Organizers** In order to be eligible to use graphic organizers as an access arrangement, a candidate must show evidence of the following.

- a. The standard score on written expression/information processing/working memory is 90 or less.
- b. The candidate has difficulties in planning and organizing and has access to graphic organizers as a usual way of working. Education evidence must be available to confirm this.
- c. Electronic graphic organizers cannot be used with the on-screen examinations. Graphic organizers must be paper based. They must be clean copies with no annotations provided by the school at the start of the examination. Graphic organizers should be shredded immediately after the completion of the examination. Graphic organizers can only be used for the duration of the examination.

5. **Scribe.** A candidate who requires access to writing may be supported by a scribe to produce their written responses. A scribe would type the dictated responses of the student. Access to the scribe must be the usual way of working and the designated scribe must be familiar with the on-screen environment.

- In order to be eligible to use a scribe as an access arrangement, a candidate must show evidence of at least one of the following.
- The standard scores on written expression/spelling/information processing/working memory is 90 or less.
- A below average speed for their age in typing.
- A medical, physical, or sensory challenge which makes it difficult for the candidate to use the keyboard for the duration demanded by the assessment task.
- If a candidate is authorized to use a reader, scribe and/or prompter, the same person should fulfil both or all roles whenever possible.
- Prior to the examination, the coordinator should provide an opportunity for the candidate and a scribe to practise working together.
- The candidate must take the examination in a separate room. The dictated responses of the candidate must not be overheard by other candidates



- The scribe must: transcribe the candidate's responses verbatim provide all visual responses exactly according to the instructions of the candidate
- No offer information that may be used to answer questions, including advice on which questions to answer, when to move on to another question or the order in which questions should be answered.
- The scribe may: read back answers at the request of the candidate alter or delete answers at the request of the candidate.
- The scribe must be familiar with the terminology used in the subject but, whenever possible, should not be the candidate's own teacher for the subject being examined.

6. Access to reading

Reader

Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision.

To be eligible to use a reader as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less. [1] [SEP]
- The candidate has a medical, physical or sensory condition due to which he or she either cannot read or has difficulty in reading
- The role of a reader is to read the examination to a candidate and to read back the candidate's answers if requested to do so.
- An examination must be read out loud without any alteration to its wording. Explaining instructions and answering questions about the rubrics of the examination (for example, how many questions to answer, the time available for the paper) are permitted; however, the reader must not interpret or explain questions on the paper.
- An examination must be read aloud using an even vocal intonation and inflection, which does not divulge any cues to the candidates.
- If the candidate is allowed access to any other human assistance in addition to a reader, the same person should fulfil both roles whenever possible.
- The candidate's examination must be conducted in the presence of an invigilator, in addition to the reader.
- The reader must be familiar with the terminology used in the subject, as any mispronunciation could be confusing or unsettling for the candidate.



NB: READING SOFTWARE AND EXAMINATION SOFTWARE ARE DP ONLY!

7. Access to speech and communication: includes Sign language interpreters and augmentative communication device

8. Access to practical assistance

A candidate with a physical, sensory or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement.

- The request for access to a practical assistant must clearly state the tasks for which the practical assistant would be required to support the candidate.
- The assistant must not perform a task on behalf of the candidate in a manner that will provide an advantage in the assessment.
- The assistant must carry out a task exactly as instructed by the candidate, unless there are safety considerations.

9. Access to calculators

- A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four-function calculator (basic calculator performing only the functions of addition, subtraction, multiplication and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination.
- It is a breach of regulations if the candidate is found in possession of a calculator other than a four-function calculator unless specified for that particular examination.

10. Access to extensions to deadlines and deferral of external assessment:

- To be eligible to use extensions to deadlines as an inclusive access arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB in the case of internally assessed work).
- A request for an extension to a deadline must be received at the IB before the normal deadline. An extension to a deadline will not be authorized retrospectively.
- The IB is responsible for advising an examiner that a candidate's work will arrive after the normal deadline, not the coordinator. If the candidate's work arrives after the normal deadline, there may be a delay in the issue of results.
- Deferral of one or more subjects to the next or future examination session may be possible for a candidate if: their study has been greatly affected during the programme



- deferral gives better access to the IB programme as it allows them to complete the requirements over a longer period.
- Additional opportunities to retake exams
- A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.
- Access to alternative venues
- Although it is more likely to be applied to emergency situations (and hence managed under adverse circumstances rather than the access and inclusion policy), alternative venues for examinations may be one of the measures used especially for a candidate with temporary medical conditions.
- The policy for alternative venues is covered under the examinations section of the relevant *Assessment procedures* publication.
- Access to reasonable adjustments: Reasonable adjustments are changes or additional conditions to the assessment process which may not be covered in the standard list of inclusive access arrangements. They are unique to a candidate based on their requirements. Schools must consult with the IB before planning any reasonable adjustments for a candidate. The decision on the most appropriate reasonable adjustment will be made by the IB after engaging in discussions with the school.

Further Access Arrangements (MYP only):

- 1. Reasonable adjustment can only be applied to ePortfolio** summative assessment tasks and the personal project.
- 2. Access for additional language learners:**
 - a. An MYP language acquisition placement would not eliminate the requirement of submitting scores or ratings on a standardized language test.
 - b. Access for additional language learners does not apply to examinations in language and literature and language acquisition.
 - c. Access and inclusion policy 31
 - d. Access for additional language learners can apply to examinations in individuals and societies, sciences, mathematics, arts, physical and health education, design and the programme core components.
 - e. Additional language learners who have been authorized for inclusive access arrangements will be eligible for the bilingual MYP certificate
 - f. Extra time (25%, written examinations) As an additional language learner, a candidate may be authorized 25% extra time for written examinations if there is:



- g. evidence of a composite score from a standardized language test that indicates language ability that is below the level defined as linguistically competent in speaking, listening, writing and reading, or in reading and writing
 - h. educational evidence from the school that clearly states that the candidate receives language support and that the arrangements requested are the usual way of working
3. **Reader:** As an additional language learner, a candidate may be authorized use of a reader if there is: evidence of a score from a standardized language test that indicates a language level that is below the level defined as linguistically competent in reading... and educational evidence from the school that clearly states that the candidate receives language support and that use of a reader is the usual way of working

SOURCES

IB GUIDE TO INCLUSIVE EDUCATION - a resource for whole school development :
https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

LEARNING DIVERSITY AND INCLUSION IN IB PROGRAMMES:
https://resources.ibo.org/data/learning-diversity-and-inclusion-in-ib-programmes_a910d098-5e8d-4a40-b072-83b4a4c009b7/learning-diversity-and-inclusion-in-ib-programmes-en_b4a5229b-45db-4129-a2ab-fc7066b9d86f.pdf

ACCESS AND INCLUSION POLICY: https://resources.ibo.org/ib/works/edu_11162-53587?lang=en

MIDDLE YEARS ASSESSMENT PROCEDURE:
https://resources.ibo.org/myp/works/myp_11162-413816?lang=en

DECISION PATHWAY: https://resources.ibo.org/data/g_0_senxx_csn_1909_1b_e.pdf