



Inclusion Policy

Overview and Introduction

Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

- Learning Diversity in the International Baccalaureate

The primary purpose of the **Inclusion Policy** is to provide guidance to teachers, parents and the whole school on the provision of effective **Learning Support** to students with learning barriers / difficulties. The mission is to develop a more diversified community by giving a chance for IB education to all.

Definition: According to the SEN code of practice (2001)

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provisions to be made for him or her.”

A child has a learning difficulty if he or she:

- A) Has significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for children of the same age in schools.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.

Principles of Learning Support at DPS International:

DPSI supports access for the students to the IB programme(s) and philosophy. It provides full support to its learning support needs and equips their teachers accordingly. As per the IB guidance, the learning support program is run here by identifying the students' specific learning styles, scaffolding their learning and differentiating the curriculum.

DPSI is pleased to have a team of trained specialists, who collaborate with a range of expert professionals to provide efficient learning support services. Our Learning Support Specialists/Teachers are trained in a wide spectrum of disorders, their specialization ranges from specific learning disability, developmental disabilities to disorders of attention. DPSI believes in providing the best education to all, therefore, there will be an unbiased consideration of each admission application if the school will be able to provide equal opportunity to succeed. The seats in the Learning Support department are limited and admissions are subject to availability of seats and resources.

DPSI inclusive values can be reflected through the following:

- Effective whole-school policy (all the three IB programmes: PYP, MYP and DP) and parental involvement;
- Provision of intensive early intervention and providing appropriate resources , for eg., writing software, laptop, hearing aid to students in great-need of support;
- Consistent enhancement of classroom-based learning and effectively dealing with learning difficulties at all levels within the school;
- Support students experiencing low achievement and/or learning difficulties through a team approach which involves the students themselves, their teachers, parents and relevant support personnel;
- Draw up and implement whole-school action plan to support students with low achievement in literacy and numeracy;
- Establish effective home-school partnerships, including the development of support strategies for parents;
- Develop and implement individual learning programmes for each student in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the student. These programmes are drawn up and implemented collaboratively by the student's form tutor, learning-support teacher and parents.

Implementation of Learning Support at DPS International:

At DPSI we promote the following whole-school approach for all the three IB Programmes:

- Identifying a child at risk as quickly as possible and take early action to meet these needs;
- Planning strategically to improve accessibility of the school's premises(ramps and lifts for physically challenged students) and curriculum for all students;
- Monitoring progress and reviewing goals regularly;
- Work in partnership with parents by making regular contact to share progress;
- Work in partnership with students to reach targets and goals;
- Liaise and seek assistance, where appropriate, of outside agencies;
- To develop positive self-esteem and positive attitudes about school and learning in these students;
- To enable these students to monitor their own learning and become independent learners;
- To provide supplementary teaching and additional support and resources for the students struggling in Literacy and Numeracy;
- To involve parents in supporting their children's learning through effective parent-support programmes;
- To promote collaboration among teachers in the implementation of whole-school policies on Learning Support for these students. There are orientation sessions for the new teachers to get them familiarized with the school's inclusion policy.

At DPS International School the Learning Support Department provides various forms of support for children who face barriers to their learning. The support is given to students who are not able to make progress in spite of in-class interventions and differentiated teaching.

The type of support offered, throughout the school, is either push-in or pull-out. During push-in support the Learning Support teacher work with the student in a small group/ 1:1 to help the student take part in class activities. This is done by giving them extra academic support and encouragement. During pull-out support, the Learning Support teacher will work with the student individually with a specific learning need that cannot be supported in class.

All these students have an **individualised educational plan (IEP)** with recommended accommodations and modifications as detailed in diagnostic reports from qualified specialists such as paediatricians, educational psychologists and diagnostic centres.

Identification of Learning Support Needs

Admissions screening process:

- All students applying for admission to DPS International School are assessed to determine current levels of performance in literacy and numeracy.
- The DPS International School Admission's team analyses previous school records and information given by the parents to determine the potential need for Learning Support. The former school of every new student is asked to forward any details of Learning Support provided in addition to all appropriate testing results that are available. DPS International may also request a statement of medical history, including any significant health, social and/or emotional needs, and information on additional services currently (or previously) provided. The final decision is taken when the above mentioned documents are discussed by a specialist team comprising the Head Counsellor, Primary / Secondary School Principal and Head of School. The authenticity of the documents is an important deciding factor in the final admission.
- Any student identified as potentially needing Learning Support with a diagnostic report, should be assessed by the School Counsellor or Learning Support Teacher and a report will be given to Admissions with details from findings and with recommendations.
- The learning needs of students and the diagnosis are discussed with the Learning Support team, school management, and other relevant staff. Parents are then be informed if the school can meet the needs of the student in addition to what the school can provide.

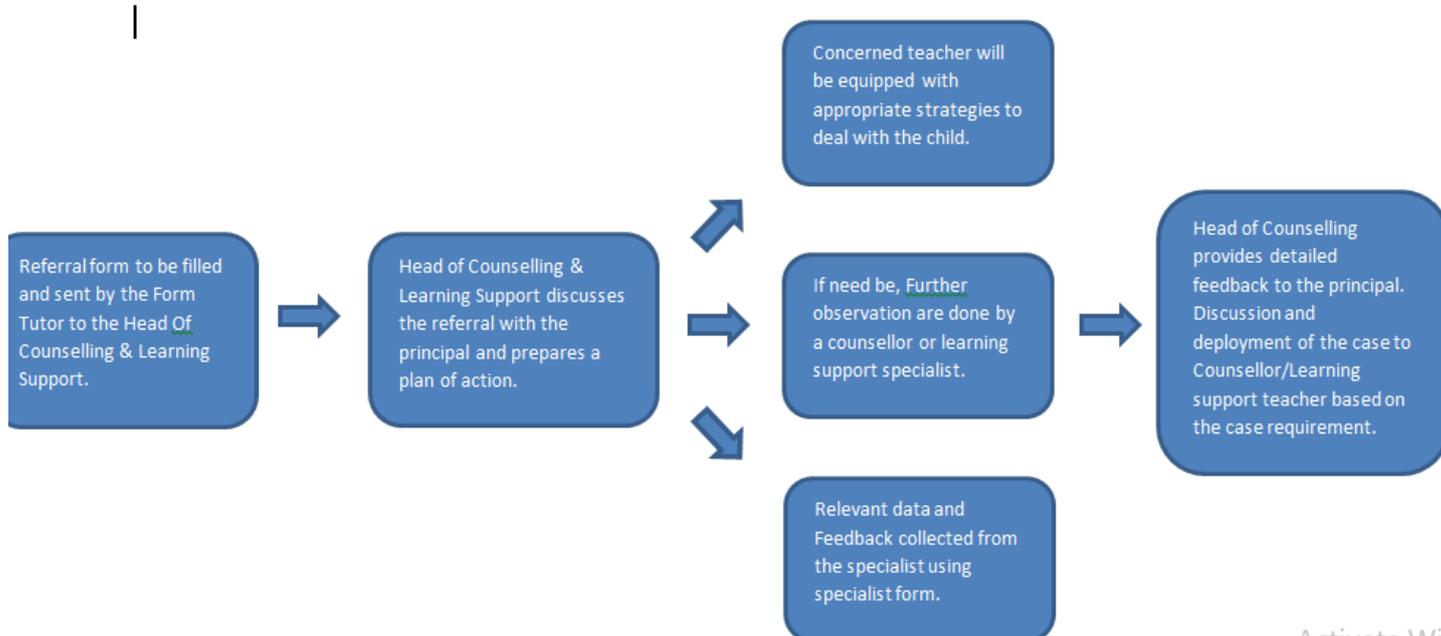
Learning Support at DPSI

There are students who do not have a diagnostic report from a specialist, but who have been identified and referred to the Learning Support Department by their form tutor. These students have not made progress in spite of in-class interventions and differentiated teaching. These students will be informally assessed / screened by the Learning Support Department. and .These students are supported with either push-in/pull-out lessons or strategies and resources will be given to the teachers to help support these students in class.

The school aims to provide for its students with Learning Support requirements, an inclusive and integrated setup across classes and will further encourage them through school activities and events. They are offered full access to a broad, balanced and relevant education, including an appropriate curriculum. Each student is given an opportunity to achieve their potential and to become a confident learner. Students with Learning Support requirement are included with their peers in most of the activities. The school recognises the vitality of Learning Support and henceforth the staff and parents take the responsibility in supporting student education and other specific need(s).

Process and procedure in school

Counselling & Learning Support Referral Process



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Specialist Support Involving Professionals (Assessed by External Agency):

If a child is not making sufficient progress, the Learning Support team may suggest a Professional Assessment by an outside agency, according to the student's need based on the following:

- Little or no progress even when student is receiving Learning Support in school;
- Continued difficulty in developing literacy or numeracy skills;
- Sensory or physical problems which continue to affect learning, despite accommodations and modifications to the child's learning environment.

The Form Tutor and the Learning Support teacher meet with the parents to discuss the observation report and to suggest a Professional Assessment by an outside agency, according to the progress and needs of the student.

Students who then receive an attestable diagnosis will receive an IEP (Individual Education Plan). The IEP should help in catering the following areas of concern:

- Academics;
- Social and Emotional development;
- Behavioural skills;
- Strategies for form tutors;
- Recommendations to parents **AND**
 - Reviewed termly or as determined by the IEP
 - The signatures of all stakeholders involved.

- The Form Tutor(s) and Learning Support teacher devise an appropriate IEP with specific learning and behaviour targets to suit the learning needs of the child.
- Students who have received a diagnosis by a certified Child Psychologist/Paediatrician may be exempted from second language by having their documents approved by the authority.

Roles and responsibilities of:

Form Tutor and Assistant Teacher:

- Discusses concerns about students in their class with Learning Support team if they have concerns about a student's academic performance, behaviour, study/social skills, communication skills, as well as difficulties with gross and fine motor tasks;
- Records concerns and keeps a log of observations and steps they have taken to help the student;
- Differentiates teaching to meet the needs of all students in his/her class;
- Builds on the strengths of each child, enhancing the student's self-esteem;
- Creates an environment where all students are accepted for their differences;
- Plans and collaborates with the Learning Support teacher on a regular basis;
- Shares lesson plans in advance with the Learning Support teacher to facilitate in-class support sessions;
- Maintains frequent and positive communication with parents by sharing information pertaining to the regular programme and extra support provided.

Learning Support Teacher:

- Promotes a school-wide understanding of learning differences;
- Coordinates and plans Learning Support with the classroom/subject teacher on a regular basis;
- Plans lessons for pull-out support sessions and assign homework if necessary;
- Provides support to students receiving Learning Support during in-class sessions, classroom/subject teacher planning for guidance;
- Provides guidance and professional development to specialists to assist them in meeting the needs of students receiving additional support;
- Coordinates the development of the IEP with the classroom/subject teacher and the Principal;
- Maintains frequent and positive communication with parents by sharing information pertaining to Learning Support;
- Keeps Learning Support records current and filed as appropriate;
- Participates in on-going professional learning and maintain a personal portfolio of professional development activities relevant to Learning Support;
- Suggests possible resources or strategies that could be used in support of the child, both in class and at home;
- Contacts outside agencies for informal advice and further information if needed.

The School:

- Responsible for updating Inclusion policies and procedures;
- Supports the team during parent teacher meetings, when necessary;
- Communicates the Learning Support procedure to staff;
- Promotes the use of the IEP as one of the primary means of tracking student progress in the Learning Support Programme.

The Parent:

- Provide the form tutor and the Learning Support teacher with any relevant information, including details about the child's health, early development and behaviour at home;
- Sign and return copies of any home-school liaison arrangements;
- Offer support and encouragement to the child;
- Supervise the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meeting;
- Attend all the review meetings;
- Ensure their child is adequately nourished and clothed, has adequate sleep and rest and is fully equipped and punctual for school;
- Provide the school with their views on the child's progress and the support given.

The Student:

- Is asked to contribute to the targets on the IEP;
- Completes a targets sheet to act as a contract between them and the teacher;
- Is told the outcome of review meetings, even if the parents do not attend.(if age is 16 & above);
- Reflects on his/her work by completing a review sheet. This will be done half-termly so that progress and problems can be addressed more quickly.

Sharing of Information:

The learning support teacher respects the rights and responsibilities of parents for their children and endeavors to establish, as appropriate a collaborative relationship with parents to facilitate the student's maximum development. There is an ongoing communication between the parents and the learning support department. Regular feedback and progress of the child is shared with the parents.

There are records of confidential students' files, which are kept inside locked cupboards, with the relevant information comprising of demographic data, IEPs and sessions reports. These files are accessible to the Learning Support Educator, Head Counselor, Principal and Head of School.

Exit from Learning Support

- A student recommended for mainstreaming will make the transition from the Learning Support Programme when they attain an appropriate level of success in their regular classroom and no longer require pull-out and/or in-class support;
- Before any final action is taken, the student's family is fully informed of the decision and the implications;
- The Form Tutor completes the Learning Support Exit form (evaluation of classroom performance).

Learning Support Program Development

In DPSI there is a constant endeavour to develop the Learning support program. Consistent evaluation of the delivery of our program helps us in improving and making it better. Educators are provided with regular training and networking opportunities to hone their skills. Time and again the Inclusion policy is reviewed in accordance with the students needs.

Candidates with Assessment Access Requirement

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive

assessment arrangements may be authorized in these circumstances for the MYP and DP students. This policy applies to candidates with long-term or permanent challenges.

Guidelines for arrangements for candidates with assessment access requirements:

Course candidates only registered for the personal project	Course candidates registered for personal project and courses	Certificate candidates
Modification of coursework and criteria is possible without any authorization from the IB.	No option to modify coursework and criteria in subjects where the candidate is registered for IB validated grades. Where the candidate is not registered for IB validated grades, modification to coursework and criteria is possible without prior authorization from the IB.	No option to modify coursework and criteria as the eAssessment is the only route to IB validated grades and the learning outcomes cannot be altered.
Schools may support the candidate as required and the candidate may be eligible for course results. If a candidate requires any reasonable adjustment to the personal project, it has to be authorized by the IB. (request “contact” IBIS).	Online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents.	Online “Request for inclusive assessment arrangements” form on IBIS has to be submitted with the supporting documents.

Candidates who require inclusive assessment arrangements may have Learning Support requirements due to one or more of the following reasons:

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

Responsibilities of the school:

- To meet the student’s learning needs, including suitable arrangements for teaching and assessment.
- Careful consideration should be given to a candidate’s choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners.
- The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.
- School must obtain consent from the candidate’s parent(s) or legal guardian.
- The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator, assistive technology, speech recognition and reading software.

Applications for inclusive assessment arrangements:

- All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.

- If the candidate meets the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request. If the standard criteria are not met, the request will be referred to the IB Assessment centre for evaluation and the school has to produce convincing educational evidence which indicate a compelling need for the requested access arrangement.
- All requests for inclusive assessment arrangements must be submitted one year prior to an examination session (Ref: *Candidate with assessment requirements MYP- 2.2 Applications for inclusive assessment arrangements 2.2.2*). The IB Assessment centre cannot guarantee the arrangements if requests are submitted after this date.

Supporting documentation:

1. **Psychological/psycho-educational/medical report must have been undertaken no earlier than the previous academic year, from a psychological or medical service : reports must-**

- be legible, on paper with a letterhead, signed and dated;
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate;
- state specifically the nature of the Learning Support requirement, and the tests or techniques used to arrive at the identification;
- be consistent with the request for assessment arrangements;
- 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.

2. **Educational evidence from the school:**

- Can be a letter/observational report from the candidate's subject teacher(s) outlining any difficulties which may be apparent in class;
- A brief summary about the arrangements provided to the candidate in order to access learning and assessment;
- Individualized Educational Plan;
- Sample of work done under timed conditions without the assessment arrangements that are being requested.

Inclusive assessment arrangements not requiring authorization:

At the discretion of the **Head of School**, the following arrangements are permitted in examinations without prior authorization from the IB Assessment centre.

- A candidate is permitted to take an examination in a **separate room**.
- Arrangement for appropriate **seating** to meet the needs.
- An **assistant**, if necessary for the welfare or safety of a candidate (must not be another candidate or a relative of the candidate).
- A candidate who normally uses an **aid** is allowed to use the aid in examinations.
- A candidate with a hearing condition may receive instructions from a **communicator**.

- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated **reader**.
- **Magnifying devices** to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
- For a candidate who has colour blindness, the invigilator is permitted to **name colours** in an examination paper.
- A candidate who is hypersensitive to sound is permitted the use of **noise buffers**.
- A candidate may be permitted **rest breaks** (It is not counted towards the duration and depend upon the candidate's circumstances, although 10-minutes per hour are the general recommendation).
- A candidate may be permitted the use of a **prompter** due to attention issues (The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally.)
- A candidate may be given **additional time** to complete assignments during the two-year programme without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the school must contact IB Answers.

Inclusive assessment arrangements requiring authorization:

1. Access to additional time
2. Access to speech recognition software
3. Access to a reading
4. Access to a practical assistant
5. Access to optional font and/or text/background colour
6. Access to speech and hearing
7. Access to reasonable adjustments (for the ePortfolio summative assessment tasks or personal project)

I. Access to additional time: The amount of additional time given to a candidate is directly linked to the degree of the access requirement.

Additional time 10%	6min /hour	Standard score is between 90 and 100 on one or more cognitive processing measures.
Additional time 25%	15 min / hour	Standard score is 90 or less on one or more cognitive processing measures.
Additional time 50%	30 min / hour	Standard score is 75 or less on one or more cognitive processing measures Standard scores are below 90 in at least three measures.
100% or more additional time	substantial amount of additional time	In exceptional cases, or for candidates with visual impairment working with Braille

- Candidates receiving additional time may also receive rest breaks which do not require prior authorization from the IB.
- It is important to bear in mind that too much time may be tiring for a candidate and, therefore, counterproductive.
- A candidate who is allowed additional time may take his or her examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time. Prior authorization from the IB is not required for this arrangement.
- When additional time has been authorized, it will be built into the candidate's on-screen examination. (Mismatch of additional time can be justified by the invigilator, using the Invigilator Menu in the administration website).

- 25% additional time in **orals** if the standard score is below 95 in processing speed measures that affect expressive and/or receptive speech, may also be granted to candidates with speech and communication challenges such as stuttering and candidates with psychological challenges such as social phobia and anxiety.

2. Access to speech recognition software:

Candidates who require inclusive assessment arrangements to access typing may be authorized speech recognition software for their on-screen examinations.

In order to be eligible to use speech recognition software, a candidate must show evidence of -

- A standard score of 95 or less on written expression/spelling/information processing/working memory and below average speed for his or her age in typing.
- An occupational therapy report confirming fine motor challenges and below average speed in typing for his or her age.
- A candidate who has physical challenges and cannot type due to low muscle tone in the arms and poor eye to hand coordination.
- The candidate will need to use his or her usual speech recognition software; this is not a built-in function of the on-screen examination and it should be his/her usual way of working in classroom tasks and tests.

3. Access to a reading: Candidates who require inclusive assessment arrangements to access reading may be authorized **a reader / screen reader or reading software / text – to – speech software** for their on-screen examinations. Eligibility criteria –

- A standard score on a psychological test of 95 or less on reading speed/reading accuracy /reading comprehension.
- A medical or sensory condition due to which a candidate faces reading challenges (total or severe vision impairment).

4. Access to a practical assistant :

- In order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge.
- The assistant may perform tasks such as motor movements of moving the mouse that are difficult for the candidate and must carry out a task exactly as instructed.
- The assistant should be familiar with the on-screen examination and the technology and therefore may be a teacher, but preferably not the candidate's teacher.

5. Access to optional font and/or text/background colour :

- In order to be eligible to access the optional font and / or alternative text/background colours, the candidate must show a standard score on a psychological test of 95 or less on reading or visual processing, a medical, physical or sensory condition due to which a candidate faces reading or vision challenges.
- It is advised that a candidate opts for a particular text/background colour / font (Lexia Readable) only when it has been adopted as the usual way of working.
- The alternative accessible font and/or text/background colour option is also available in the Invigilator Menu.

6. Access to speech and hearing :

Candidates with speech and communication difficulties may use communicators or augmentative speech equipment after obtaining the authorization from IB.

A **communicator** is someone who is able to convey information to a candidate with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. In order to be eligible to use a communicator as an access arrangement, a candidate must show evidence of hearing impairment.

In order to be eligible to use **an augmentative communication device** as an access arrangement, a candidate must show evidence of speech difficulties. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the device.

7. Access to reasonable adjustments (for the ePortfolio summative assessment tasks or personal project) :

The supporting documentation accompanying the request must contain the evidence to justify the arrangement, along with the specific plans and details of the suggested reasonable adjustment.

Candidates with Assessment Access Requirements (For Diploma Programme)

The inclusive assessment arrangements listed below requires authorization from the IB Assessment centre. The application for the same must be submitted six months prior to an examination session i.e. November 15th for candidates registering for the May examinations session:

1. Access to modified papers
2. Access to additional time
3. Access to writing
4. Access to reading
5. Access to speech and communication
6. Access to calculators and practical assistance
7. Access to extensions and exemptions

1. Access to modified papers:

- Examination papers in Braille with raised diagrams;
- Changes to the print on examination papers - Enlarged print and/or a change of font;
- Printing on coloured paper - Samples may be submitted along with the supporting documents;
- Modifications to the visual complexity - without compromising the assessment objectives of the examination paper;
- Modifications to the language of examination papers - normally involves the restructuring and simplification of language, and the rephrasing of questions, without alteration to the technical language or vocabulary specific to the subject or literary text.

2. Access to additional time:

The amount of additional time given to a candidate is directly linked to the degree of the access requirement.

Additional time 10%	6min /hour	standard score is between 90 and 100 on one or more cognitive processing measures
Additional time 25%	15 min / hour	standard score is 90 or less on one or more cognitive processing measures
Additional time 50%	30 min / hour	standard score is 75 or less on one or more cognitive processing measures Standard scores are below 90 in at least three measures
100% or more additional time	substantial amount of additional time	. In exceptional cases, or for candidates with visual impairment working with Braille

- Candidates receiving additional time may also receive rest breaks which do not require prior authorization from the IB;
- It is important to bear in mind that too much time may be tiring for a candidate and, therefore, counterproductive.

3. Access to writing – Computers: Candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts;

- Normally permitted for written examinations if a candidate is unable to provide a handwritten response;
- Dependent upon authorization, computers may be used for access to the word processor, word processor with spell checker, speech recognition software or reading software, which require prior and independent authorization from the IB Assessment centre;
- A candidate must not have access to information stored in the memory of the computer, USB flash drive, external hard drive, or on CD, thesaurus, spellchecker;
- In examinations where the answers to questions require more than text (mathematics, sciences), prior consultation with IB Assessment centre is advisable to determine the suitability of the software;
- The failure of a computer to store, retrieve and/or print the candidate's work may result in no marks being awarded for the component;
- A printed version (verify and sign) of the candidate's work should be submitted for assessment, not a CD.

Word processor	Word processor with spell checkers	Speech recognition software	Scribes	Transcriptions
A standard score on a free writing speed test that is below average for their age. OR	The spell check function must only be enabled if there has been prior authorization from the IB Assessment centre. OR	A standard score on a free writing speed test that is below average for their age and below average speed for their age in typing OR	A standard score on a free writing speed test that is below average for their age or a standard score of 90 or less on written expression/spelling/information processing/working memory. OR	A medical, physical or sensory condition that causes writing challenges such that a candidate's written work is largely illegible or incomprehensible to someone not familiar with it and where a candidate cannot use a computer OR
A standard score of 90 or less on written expression/spelling/information processing/working memory. OR	A candidate must show evidence of a standard score that is below 90 on spelling in a psychological test.	A standard score of 90 or less on written expression/spelling/information processing/working memory and below average speed for their age in typing. OR	Medical, physical or sensory condition which renders the candidate incapable of writing or writing for long periods of time as demanded by the assessment task. OR	A medical, physical or sensory condition that causes difficulties in accessing the scantron (bubble sheets) answer sheets.
A medical, physical or sensory condition which		A medical, physical or sensory condition which	Handwriting that is largely illegible to someone who	* It is not necessary to transcribe the whole of a candidate's script.

renders the candidate incapable of writing or writing for long periods of time as demanded by the assessment task. OR		renders the candidate incapable of writing/ typing or writing/typing for long periods of time as demanded by the assessment task.	is not familiar with it and which may be caused due to underlying mild processing or coordination challenges	Only those sections or words that are extremely difficult to read need to be transcribed
Handwriting that is largely illegible to someone who is not familiar with it which may be caused due to underlying mild processing or coordination challenges (educational evidence must be submitted)			* Prior to the examination, the school should provide an opportunity for the candidate and a scribe to practise working together.	*The transcription must be on a piece of paper separate from the candidate's script, must be produced verbatim and immediately after the examination under secure conditions

4. **Access to reading:** Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software.

Reader	Reading Software
A standard score on a psychological test of 90 or less on reading speed/reading accuracy/reading comprehension.	A standard score on a psychological test of 90 or less on reading speed/reading accuracy/reading comprehension.
A medical, physical or sensory condition due to which a candidate either cannot read or has difficulty in reading.	A medical, physical or sensory condition due to which a candidate either cannot read or has difficulty in reading.

5. **Access to speech and communication:** Candidates with speech and communication difficulties may use communicators or augmentative speech equipment after obtaining the authorization from IB. A **communicator** is someone who is able to convey information to a candidate with a hearing impairment through the use of lip-speaking, finger-spelling or sign language. In order to be eligible to use a communicator as an access arrangement, a candidate must show evidence of hearing impairment. In order to be eligible to use **an augmentative communication device** as an access arrangement, a candidate must show evidence of speech difficulties. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests. The supporting documentation provided when submitting a request to use this arrangement must also cover details of the device.

6. **Access to calculators and practical assistance :**

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** as an access arrangement in subjects requiring mathematics calculations where a calculator is otherwise not allowed in the examination.

In order to be eligible to use ***practical assistance*** as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. This arrangement is normally confined to the requirements of internal assessment.

7. Access to extensions and exemptions:

Extensions to deadlines –

- Must show evidence of a medical/ psychological challenge that has genuinely prevented them from completing work;
- An extension will normally be authorized for a period of four weeks (longer period will be considered in exceptional circumstances);
- Request must be received at the IB Assessment centre before the normal deadline;
- IB Assessment centre is responsible for advising an examiner that a candidate's work will arrive after the normal deadline;
- If the candidate's work arrives after the normal deadline, there may be a delay in the issue of results.

Exemptions from assessment:

- Exemptions are not normally granted. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized (careful consideration should be given to whether all reasonable adjustments have been considered);
- Candidate with severe dyslexia will not be exempt from the requirement to take a second language;
- If a Diploma Programme candidate is unable to complete all requirements for CAS owing to a medical condition, the school must contact the IB Assessment centre for advice.

To get more information about the arrangements available for candidates with special assessment needs, please follow the below link:

MYP and DP Inclusion

Inclusion Policy Committee:

The following documents were consulted to create this document:

- *The LEARNING Code of Practice(Nov 2001)*
- *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes(2010)*

This policy will be used in conjunction with the IB document- *Candidates with assessment access requirements (Middle Years Programme) 2015 and Candidates with assessment access requirements – Diploma Programme - updated July 2014.*

First Drafted - June 2014

Reviewed in December 2016- Review team comprised of Head of School, PYP & MYP Principal and the Coordinators (PYP, MYP and DP), School Counsellor and Special Educational Needs Teachers.

Reviewed in August 2017 after the DP consultant's visit- Review team comprised of Head of School, PYP & MYP Principal and the Coordinators (PYP, MYP and DP), Head of Counseling and Learning Support and Special Educational Needs Teachers.