

ALEV Access and Inclusion Policy *“Education for All”*

As mentioned in the mission statement, ALEV SCHOOLS seek to develop all their students' individual potential and their competences, with the consciousness of lifelong learning. While becoming active, compassionate, and lifelong learners, many children and young people will have inclusive access arrangement needs of some kind during their education. They might have learning difficulties or disabilities that make it harder for him or her to learn than other children and young people of about the same age. ALEV students with inclusive access arrangement needs spend most or all their time with non-disabled students in inclusive* and differentiated** classes.

This document states the policy for the IB DP candidates with inclusive assessment needs. ALEV Schools and the IB believe that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put candidates with inclusive access arrangement needs at a disadvantage by preventing them from demonstrating their level of attainment, inclusive access arrangements may be authorized.

All enquiries will be directed to the IB access and inclusion policy team.

Candidates who require access arrangements may display the characteristics of one or more of the following inclusive needs:

- Specific learning issues, language and communication disorders
 - Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
 - Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).
- Social, emotional and behavioural issues
 - Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.

- Physical and sensory conditions
 - Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
 - Sensory issues: hearing – embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual – includes difficulties with either the structure of function of the eye, affecting vision.

- Medical conditions
 - The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

- Mental health issues
 - A wide range of conditions that can affect a person’s state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a candidate’s life.

Inclusive Access Arrangements

All inclusive access arrangements authorized by the IB are based on the following principles.

Maintaining standards

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate’s level of attainment, so the same standards of assessment are applied to all candidates.

1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.

1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

1.4 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.

1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is

no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Reflecting usual ways of working

1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.

1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

Consistency for all candidates

1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.

1.12 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

1.13 Each request for inclusive access arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

Confidentiality

1.14 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

Maintaining integrity of the assessment

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school must not communicate with an examiner about a candidate's learning support requirements.

1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

Exceptional issues

1.19 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible.

Arrangements Not Requiring Authorization

At the discretion of the coordinator (or head of school), the following arrangements are permitted in IB assessments without authorization from the IB.

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. All regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- 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. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator. Note: It is in breach of regulations if candidates are found in possession of any device capable of communicating with others (for example, a mobile/cellular phone) in the examination room. This applies even if the device was intended to act as an aid for the candidate.
- 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. A communicator is able to convey information to a candidate through the use of lip-speaking, finger-spelling or sign language. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination. The communicator must not convey information about any aspect of a question in the paper.
- If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader. 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. No other form of assistance may be given without authorization from the IB. The designated person must not be a subject teacher, another candidate or relative of the candidate.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other

candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10 minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods.

- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he or she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he or she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his or her work. The candidate should not feel as though he or she is under pressure or scrutiny.

Arrangements requiring authorization

The inclusive access arrangements listed in this section require authorization from the IB to be used for IB assessments. These arrangements and eligibility criteria do not pertain to additional language learners.

Access to additional time

Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs.

Access to writing

Candidates may require access arrangements to provide written responses. Difficulties in writing may arise due to specific learning challenges, visual challenges, visual processing challenges, fine motor challenges, attention challenges or other psychological or medical challenges.

- **Graphic Organizers**
- **Scribe**

A candidate who requires access to writing may be supported by a scribe to produce their written responses. A scribe is only allowed to handwrite the dictated responses of the student. A scribe must not type the responses

using the word processor. For this reason, a candidate may either have access to a scribe or a word processor for an examination but not both.

- **Word processor**
- **Word processor with spellchecker**
- **Word processors (supplementary points)**
- **Speech recognition software**
- **Transcriptions**

A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is not available to candidates with poor handwriting and no identified challenge. Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer.

Access to reading

- **Readers**

The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

- **Reading software**
- **Examination (reading) pen**

Access to speech and communication

While additional time for the oral examinations or a communicator to convey the oral instructions of an invigilator may be the only access required for some candidates with speech and hearing challenges, others may need further inclusive access arrangements. These include the use of sign language or augmentative communication device.

- **Sign language interpreters**

Authorization may be given to a candidate with hearing challenges to have access to sign language interpreters in order to receive and respond to questions that are a part of the internal or external assessment. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests. However, signed responses are not permitted for any assessment task in language acquisition. Where this is required, schools must contact the IB for advice.

- **Augmentative communication device**

Access to modification in the presentation of the examination

Candidates with visual challenges or specific learning challenges may require modified presentation of the examinations. Candidates with total vision impairment may also need questions adapted for accessibility (without changing the learning outcome).

➤ **Access to modified papers and examination papers in Braille**

- Changes to the print on examination papers
- Printing on coloured paper
- Access to electronic (PDF) examination
- Modified papers (supplementary points)

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. This arrangement is normally confined to the requirements of internal assessment (for example, practical work in the sciences or geography fieldwork). It is particularly suited to situations where there is a concern for a candidate's health or safety.

For practical work in the sciences, the assistant/aide should be familiar with the apparatus that are used for the task.

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.

Access to extensions to deadlines

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).

Access to deferral of external assessment

To be eligible for a deferral a candidate must show evidence of a learning, medical or psychological challenge that makes a deferral necessary for the candidate to access the programme requirements.

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. If a candidate is too ill to attend school, but on medical advice is able to take the examinations at home or in hospital, authorization may be given for the examination to be taken at an alternative venue. In principle, the examination should be taken at the same time as other candidates in the group, but if necessary the application for an alternative venue may include a request to reschedule the examination.

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. A candidate with social phobia and anxiety has difficulty in delivering the oral presentation in front of the class and also individually in front of the teacher. A reasonable adjustment is made for the candidate to deliver the presentation from home and over skype to the teacher.

Access for additional language learners

Additional language learners are candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is deemed linguistically competent.

- Access for additional language learners do not apply to oral or written examinations in studies in language and literature and language acquisition. An exception to this is classical languages in the language acquisition group, where the response language must be in English, Spanish or French.
- Access for additional language learners can apply to oral or written examinations in individuals and societies, sciences, mathematics, the arts and the DP/Career-related Programme core components.
- Additional language learners who have been authorized inclusive access arrangements will be eligible for the bilingual diploma or certificate.
- For anticipated and retake candidates, requests for inclusive access arrangements as an additional language learner must be submitted (with evidence of current language testing as per section 5.4) every session.

Access to language acquisition listening comprehension examinations

The arrangements listed in this section are available to support candidates with access requirements for language acquisition listening comprehension examinations.

If a candidate requires access arrangements for the listening comprehension examinations this must be formally requested and be authorized by the IB. Authorization of arrangements for the written examinations does not automatically cover the listening comprehension examinations.

Access to producing written responses

Additional time, scribe, reader and reading pen are access arrangements to support candidates to write responses to the questions in the listening comprehension examinations.

Word processors, reading software or speech recognition software are not available for listening comprehension examinations.

- **Additional time for producing written responses**
- **Additional time (25%) for producing written responses**
- **Additional time (50%) for producing written responses**
- **Scribe**
- **Reader**

Access to listening

Additional time and lip reading are arrangements that can be used to support candidates who require access to listening.

- **Additional time for listening (25%)**
- **Lip reading**

Exemptions

Candidates with severe and total hearing impairment who cannot lip read can be exempted from the listening comprehension examination. Exemptions must be authorized by the IB following the usual process of request for access arrangements.

Modified papers

Candidates who are authorized modified papers for the written examinations will also get the listening comprehension examination paper in the same modified format. No separate request is needed for modified papers for the listening comprehension examinations.

Supplementary points

Schools will not be provided with a separate audio file for candidates with authorized access arrangements. Only one version of the audio file is provided for each subject/level.

Responsibilities of the school:

- Before accepting a student with inclusive access arrangement needs as a candidate for the Diploma Programme, coordinators should consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- It is essential that the coordinator consults all teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- Before submitting appropriate documentation to IB, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- An application for inclusive access arrangements must be made on behalf of a candidate on a request form submitted by the coordinator or the head of school.
- The counselor and IB Coordinator tell parents when they first start giving extra or different help because the student has inclusive access arrangement needs.
- In case of making not enough progress, the school counselor and IB coordinator talk to parents about asking for advice from other people outside the school, for example, a specialist teacher adviser, an educational psychologist, a speech and language therapist or other health professionals.
- To record, monitor and review the student's progress, include all stakeholders in any discussions, consider their views in making any decisions about how best to help the student/candidate.
- Keep all stakeholders informed about the student's progress.

Responsibilities of the Parents:

- Parents are responsible to inform the counselor of the school about any previous arrangements concerning inclusive access arrangement needs in students' previous schools.
- Parents communicate to the counselor if they observe any changes in the progress of inclusive access arrangement needs.
- They are responsible to submit any copies of written documents / reports if available.



- Parents should cooperate with all stakeholders of the IB and the counselor in any discussion about inclusive access arrangement needs.
- Parents should provide any documents necessary for inclusive access arrangements in assessment, required by the IB.

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REQUESTING INCLUSIVE ACCESS ARRANGEMENT Access to Additional Time

Guidelines and Procedures

Additional time for IB assessments will be authorized on the basis of the eligibility criteria stated in “**Access and inclusion policy of IB**”. 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 to 50% additional time. In exceptional cases 100% or more additional time may be given for assessments upon authorization from the IB.

If there is a **learning challenge**, the eligibility criteria for additional time is based on the standard scores from **psychological documentation**. Standard scores are required on one or more cognitive processing measures that affect **speed of working** or **reading** and/or **writing**. The amount of additional time is dependent on the severity of the challenge, as shown in the following table.

Additional time	Standard score used to measure eligibility criteria
10%	90–100
25%	Below 90
50%	Below 75 Or standard scores are below 90 in at least three measures that affect speed of working and there is no request for any access arrangement for reading or writing. The three standard scores below 90 must: <ul style="list-style-type: none">• not come from sub-tests• be related to three different areas (so must not all be related to one area, for example, reading)• not be standard scores on the same area from two different tests.

If the candidate has a **physical, sensory, neurological, medical or psychological challenge**—where **standard scores would not apply**—the standard 25% additional time would be applicable for most candidates. If the severity of challenge is specifically mentioned in the **medical documentation** and the **educational evidence** provides justification for further additional time, 50% may be authorized. Additional time of 10% would be applicable for all mild challenges.

- Documents must be obtained from a psychological or medical service by parent:
1. A **psychological/psycho-educational document** is mandatory for all access requirements necessitated due to **specific learning challenges**.
 - **Standard scores** requested in psychological reports.
 - It is not mandatory to test in all areas; the assessment may be in line with the candidate's learning support requirements.
 2. A **medical document** is mandatory for all access requirements necessitated due to **medical, or psychological issues**.
- **All supporting documentation must:**
- be legible, on a document with a letterhead, signed and dated
 - be written by professionals with appropriate qualifications and/or professional licences
 - state the title, name and professional credentials of the person(s) who has undertaken the testing
 - state specifically the tests or techniques used
 - be consistent with the coordinator's request for access arrangements
 - be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.
- **Furthermore, all psychological/psycho-educational reports must:**
- state 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.

➤ **Please choose the category for inclusive access arrangements:**

- | | |
|--|--|
| <input type="checkbox"/> Additional language learners | <input type="checkbox"/> Mental health challenges |
| <input type="checkbox"/> Specific learning difficulties/disabilities | <input type="checkbox"/> Autism spectrum / Asperger's syndrome |
| <input type="checkbox"/> Physical challenges | <input type="checkbox"/> Medical challenges |
| <input type="checkbox"/> Communication & speech difficulties | <input type="checkbox"/> Intellectual challenges |
| <input type="checkbox"/> Sensory challenges | <input type="checkbox"/> Other |
| <input type="checkbox"/> Social emotional & behavioural difficulties | |

➤ **Please choose the subcategory* for inclusive access arrangements:**

- Specific language impairment- Receptive
- Specific language impairment- Expressive
- Auditory processing difficulties
- Fluency disorders (stuttering / stammering)
- Verbal dyspraxial / Apraxia
- Other

**This document-consent is particularly specialized for "Communication & speech difficulties". Here the subcategories only indicate access requirements for "Communication & speech difficulties"*

➤ **IB provides 25% additional time in oral assessments for the candidates with access requirements. Please note that access to additional time requires evidence to show that the candidate has:**

- A standard score that is 90 or below in processing speed measures that affect expressive and/or receptive speech.
- Speech and communication challenges (eg. stuttering) or psychological challenges (eg., social phobia, anxiety etc).

➤ **Documents provided by school:**

1. **Educational evidence** is required for all requests and will be submitted by subject teachers.
 - Teacher(s) observations
 - Sample of work



REQUESTING INCLUSIVE ACCESS ARRANGEMENT Access to Additional Time Consent

IB schools obtain written consent from the candidate and the candidate's parents or legal guardian (as long as the candidate for whom the request is submitted is under the age of majority in the candidate's home jurisdiction) to submit request with the supporting documents such as psychological/psycho-educational/medical report to the IB solely for the purpose of evaluation of the access arrangement request. Any data submitted to the IB will be dealt with in line with the [IB's Privacy Policy](#).

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By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member submitting request for access arrangement and uploading your supporting documents such as psychological/psycho-educational/medical report to the IB's information system (IBIS).

If the candidate transfers to another school, you also consent to the programme coordinator or another authorized school staff member making visible* this application with the supporting documents, including authorization (if applicable), to the coordinator of the new school.

**This is because it will be necessary or in the best interests of the candidate that the new coordinator has access to the request so that the student does not lose the opportunity to have his/her request granted if taking the IB assessment at a different IB school than the school which submitted the request on his/her behalf.*

Signature.....

Parent/Legal Guardian Name-Last name.....

Date.....

Signature.....

Student Name-Last name.....

Date.....

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Communicating the Access and Inclusion Policy

The counsellors regularly meet students and their parents individually, discuss with them students' needs, collect data and determine if any of our students need inclusive access arrangement. The counsellors meet teachers regarding students' inclusive access arrangement needs and they discuss on the school's policy, collect comments and thoughts. IB coordinator communicates with students, parents and students' doctors/therapists and prepares agreement and consent documents depending on the IB's "Access and inclusion policy" and student needs, at the end she places a request on behalf of those students.

The access and inclusion policy is introduced to all stakeholders of the IB DP Programme through parents-teacher meetings, class presentations and staff meetings. ALEV School's Access and Inclusion Policy is communicated during the parents' and students' meetings. The ALEV School's Access and Inclusion Policy is shared with school community through ALEV SharePoint, Microsoft Teams and it is also published on school's official website. All stakeholders can get access to the policy via ALEV Sharepoint, Microsoft Teams folders and school's official webpage.

Policy Revision

The PLT and counsellors collaboratively work on "ALEV School's Access and Inclusion Policy" every June and revise it when necessary, every August. The team and counsellors determine necessary amendments according to those needs.

References:

- Access and inclusion policy
- Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes
- Towards a continuum of international education, pp. 28–32 "Special educational needs" section.
- Candidates with assessment access requirements.
- The IB guide to inclusive education: a resource for whole school development
- Diploma Programme Assessment procedures 2021
- ***Inclusion:** *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.

- ****Differentiaton:** Differentiation is not a new construct and has been based on good teaching practice for some time. It is a way of thinking about teaching and learning. Historically, it evolved from developing appropriate curriculum for two areas: the gifted and talented, and the slow learner. Later, differentiation was acknowledged as sound practice and principles for all students, particularly when the work of Gardner and Sternberg came to the fore in education. Tomlinson (1999, 2001, 2003, 2008) states that differentiated instruction may be conceptualized as a teacher's response to the diverse learning needs of a student. Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals. The work of Gardner on multiple intelligences has broadened the whole concept of ability. Sternberg's Triarchic model of thinking styles reinforces the fact that as well as having the ability to do something differently, learners also have the ability to think differently, and to apply these thoughts in a different way to others in their cohort. Learners have a preferred way of thinking before doing that must be considered if an optimum match is to occur at various times throughout their schooling. If this match does not occur then many learners will become unhappy and disenchanted with the learning process and, therefore, may not achieve their true potential until they leave the education system. We, as teachers, must be sensitive to this variety, and be flexible enough in our thinking to accommodate those who may not perform in the generally accepted way. Given this diversity, it seems fair to assume that students and teachers will need a wide range of strategies, and flexibility of timing and approach if they are to achieve common goals. Differentiation calls for greater understanding in the way learners work, either alone or with others, based on their individual needs and goals. It requires the learner to take a more active and responsible role in the planning, carrying out and reviewing of what is learned.

Access and Inclusion Policy Team

PLT (Principal, Vice Principals, IB Coordinator, Counselor), Subject Teachers

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