



Cambridge High School



Cambridge High School Inclusion Policy



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Our Guiding Principles

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

CHS Mission Statement

Cambridge High School is fully and unequivocally committed to excellence and success by providing a challenging, yet supportive, nurturing and balanced learning environment that allows learners to flourish personally and academically. Through the implementation of high-quality international programmes, education is engaging, effective and inclusive. CHS provides learners with a unique educational experience that incorporates rigorous curricula, extracurricular activities and service initiatives that shape students into well-rounded, caring lifelong learners who are able to work collaboratively and respectfully with others to overcome challenges and contribute towards creating a more sustainable, resilient and peaceful world.

CHS Vision Statement

Cambridge High School aims to develop lifelong learners equipped with the knowledge and skills needed to reach their fullest potential and to become proactive citizens capable of contributing effectively and efficiently to their communities and the world. CHS aspires for its learners to become innovative, caring and internationally minded individuals who have a deep-rooted respect for their cultural values and principles, as well as that of others.

IB Learner Profile

Inquirers	Risk-takers	Caring	Principled
Open-minded	Communicators	Balanced	Reflective
Knowledgeable	Thinkers		



Inclusion Policy

Inclusion Philosophy

CHS believes in embracing learning diversity and differences to create an inclusive and welcoming environment necessary for a successful educational journey. We understand the importance of breaking down barriers and removing obstacles that may hinder student from effective learning and assessment. As a result, access and inclusion needs are taken into consideration for certain medical, psychological, or emotional challenges that students may face. The school believes that every student has the right to be educated in the context that best suits their learning needs and differences. CHS strives to promote the development of its students as long-life learners, who approach learning rigorously, with an open mind, principles and care towards others and can contribute effectively and efficiently to their communities and the world. It is a core belief of the school that all students should be given a fair chance to show their individual capabilities, despite their variables.

Furthermore, CHS aspires for its students to become innovative, caring and internationally minded individuals. In an inclusive setting, students are exposed to a diverse range of perspective, experiences. And cultures, fostering a deep-rooted respect for their cultural values and principles, as we as those of others. This respect for diversity and inclusion is integral to the development of caring and internationally minded individuals who can thrive in an interconnected world.

As a member of the CHS community, it is the school's responsibility to meet the student's needs when possible and within the means available at the school. This can be achieved by helping to reduce or remove the learning barriers through careful observations and evaluations, and providing an optimal support system in keeping with the IB rules and regulations and its learning diversity and inclusion policy on an individual basis.

Inclusion Purpose

The inclusion policy aims to communicate the important role of access and inclusion to the school community as a whole, whether teachers, students or parents for all stakeholders involved to support or be supported in the educational journey of learning, teaching and assessment. The policy clarifies the requirements, roles and procedure needed to create well-planned, appropriate and individualized learning arrangements. It also provides a list of access arrangements available at the school that can be applied as required for an individual student during learning and teaching and assessment.

The Inclusion Department at CHS aims to:

- Support teachers in identifying and responding to the additional learning needs of learners.
- Develop collaborative partnerships between learners, parents, teachers and to reduce barriers for learning and enhance learners' participation.
- Help learners with additional learning needs.
- Help learners become independent and achieve their potential.



Inclusion Vision

CHS is committed to inclusivity and diversity in its education. Its vision of implementing an inclusion policy is centered on providing a high-quality education that is accessible to all students, regardless of their backgrounds, abilities, or needs. CHS's vision of implementing an inclusion policy is rooted in the principles of equal access, individualized support, collaboration, and a commitment to valuing diversity. It seeks to create an inclusive educational environment where every student has the opportunity to succeed and thrive.

- CHS aims to ensure that all students, regardless of their individual circumstances, have equal access to the IB programmes. This means that the programmes should be available to students with diverse learning needs, including those with disabilities, English language learners, and students from different cultural and socioeconomic backgrounds.
- Inclusion at CHS involves tailoring instruction to meet the diverse needs of students. Teachers are encouraged to use differentiated instruction strategies to address individual learning styles, abilities, and challenges.
- CHS recognizes the importance of providing support services to students who require additional assistance to succeed in the programme when feasible. This may include special education services, language support, counseling, and other resources to help students reach their fullest potential.
- Providing ongoing teacher professional development is provided in inclusive teaching practices, cultural competence, and strategies for supporting students with diverse needs.
- Having an inclusive education encourages collaboration among teachers, administrators, parents, and other stakeholders. Effective communication and teamwork are essential for identifying and addressing the unique needs of each student.
- Inclusive assessment practices at CHS involve recognizing and accommodating diverse learning styles and abilities when feasible in alignment with the IB which aims to develop assessment methods that are fair and accessible to all students, including those with disabilities.
- CHS recognizes and respects cultural diversity as a fundamental aspect of its inclusion policy, in which cultural differences are celebrated and accepted.
- Promoting engagement with the wider community to support inclusion efforts when possible. Such as, involving students and staff with local organizations and local communities and promoting awareness and understanding of issues taking place locally and abroad.



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Inclusion and the IB Learner Profile

Principled: Being inclusive and embracing learning differences fosters a stronger sense of identity and builds self-esteem, which leads to more integrity, honesty and a sense of fairness in the educational environment.

Caring: Responding positively to each individual's unique needs and being aware of challenges and barriers that stand in the way of an optimal education and including everyone in the learning process reflects a deep sense of empathy, compassion and respect for those facing difficulties.

Open-minded: Accepting others who are different and learn differently translates into a greater appreciation of others and what makes them unique.

Rights and Responsibilities of School Community

CHS aims to provide as much support as possible, within its means, to students facing difficulties due to certain issues and challenges, such as language barriers, emotional and mental wellness and medical issues.

Role of the School

- Appointing capable and qualified staff members able to support students that need access arrangements, including but not limited to, an inclusion department coordinator.
- Clearly communicating the requirements, procedure and needed documents to all members of the school community stated in the school's and IB's inclusion policies.
- Providing professional development and training for teachers to observe and identify their students' challenges and to maintain diligent records of progress, or lack thereof, to better understand their students' needs.
- Providing a safe and healthy environment for students to thrive, despite challenges.
- Communicating effectively with parents about concerns that may arise with regards to their children's learning.
- Communicating effectively with teachers about identified learning concerns maintaining confidentiality of the information shared.
- Ensuring teachers work collaboratively with the inclusion department, by communicating the needs and recommendations for students needing inclusive access arrangements on an ongoing basis.
- Reporting any concerns to the inclusion department, stage coordinator and principal.
- Providing support to students with language barriers (English and/or Arabic), such as leveled reading, to immerse students as quickly and efficiently as possible at an early stage.



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- Making arrangements for assistive technology required for access to learning and teaching and IB examinations.
- Ensuring that all equipment authorized for a student functions correctly and that there is a member of staff who is familiar with its use.
- Ensuring that the student is familiar with any assistive equipment; such as, a word processor that is requested as an inclusive arrangement.
- Practicing with any human support system, such as a reader prior to examinations.
- Treating all information about a student as confidential and sharing only with appropriate personnel, who are instructed to treat such information as confidential.

Role of Parents and Students

- Prior to admission, parents must inform the school of any challenges or hindrances their child may have to ensure that the school is a good fit for the child's needs.
- Providing the school with current official medical reports detailing any long-term medical condition(s) that the student may be afflicted with.
- Providing the school with current official psychological reports detailing any long-term mental and/or emotional condition(s) that the student may be afflicted with.
- Obtaining written consent from the student and parents to proceed with the inclusion arrangement requests.
- Ensuring that all submitted documents are truthful and accurate.

Role of Teachers

- Observe students in classrooms in terms of behavior, social and academic progression.
- Apply differentiation strategies and one-on-one support per students' needs.
- Report concerns to the subjects' head of department for further observation and inclusion of variety of differentiation methods to support students' learning.
- Report to the Inclusion Department for further observation and perspective on students' status.

Role of the Inclusion Department

- Conduct professional development sessions for teachers and parents to raise awareness regarding the common learning needs of learner.
- Conduct discussions with teachers and department heads on the implementation of differentiation strategies throughout the teaching and learning process.
- Support teachers in identifying and responding to the additional learning needs of learners per the student's referral process guidelines.
- Develop collaborative partnerships between learners, parents, teachers and in order to reduce barriers for learning and enhance learners' participation.



Legal Requirements

Developing and implementing an inclusive policy involves a range of legal requirements to ensure that the policy is in compliance with relevant laws and regulations. These requirements can vary depending on the specific needs of the school and capabilities:

1. Establishing transparent and continuous channels of communication between the school, students and parents to outline the school's procedures and processes. This encompasses conducting assessments, engaging parents, performing on-site testing and observations, delivering suitable accommodations and services where feasible, and engaging specialized centers and physicians for off-site testing. Parental consent is mandatory for the school to proceed and before submitting any documentation.
2. The school does not impose limitations on students regarding specific centers and/or physicians; nevertheless, these professionals must hold official certifications. The ultimate validation of documentation is contingent upon the discretion of the inclusion department and stage coordinators. It is imperative that experts consulted from external sources are cognizant of and compliant with IB requirements.
3. Safeguarding the privacy and confidentiality of students, particularly those with disabilities, is paramount to protect their rights. Adherence to regulations is crucial when disseminating information concerning students' disabilities, needs and accommodations.
4. The school has clear protocols for addressing concerns related to the execution of the inclusion policy.
5. Providing training on inclusive practices to the inclusion department, teachers, and staff is essential, ensuring they are well-informed about the legal obligations and responsibilities associated with serving students with special educational needs.
6. Regularly evaluating and scrutinizing the efficacy of the inclusion policy is essential to ascertain its compliance with legal mandates and best practices. This may entail gathering data on student outcomes and soliciting feedback from both parents and students.
7. Ensuring that information pertaining to the inclusion policy and related procedures is easily accessible to all stakeholders, including individuals with disabilities. Accommodations should be extended as necessary, taking into account the school's resources.
8. Enforcing a zero-tolerance policy concerning the bullying of students, particularly those with special needs and disabilities, is imperative.



Inclusion and Access Arrangement Procedure

Observation and Referral

To reduce or remove barriers to learning, the initial steps is to identify the barriers.

Step 1: Identify Barriers

- Begin by identifying the barriers to learning.
- Utilize classroom observation, samples of the student's work, and anecdotal reports from previous teachers or parents.
- This initial assessment phase should take place over a period of 3-6 weeks.

Step 2: Collaboration with Inclusion Department

- Once the initial assessment is complete, collaborate with the inclusion department.
- The classroom teacher fills out a referral form and sends it to the inclusion coordinator.

Step 3: Exceptional Circumstances Assessment

- The inclusion coordinator examines the referral and assesses if exceptional circumstances exist.
- If exceptional circumstances are not found, proceed to the next step.

Step 4: Develop an Action Plan

- Work with the inclusion coordinator to design an action plan tailored to the student's needs.
- Involve relevant teachers in the discussion to ensure a comprehensive approach.

Step 5: Monitor and Record Progress

- Implement the action plan and consistently monitor the student's progress.
- Keep detailed records of the student's development and any changes observed.

Feedback

Step 1: Complete the initial observational period fully: data is collected on the student's strengths and areas where they may be struggling. This period is critical for gathering baseline information to assess the effectiveness of the action plan.



Step 2: Schedule a meeting involving teachers, the inclusion department, and parents: a meeting is arranged to bring together key stakeholders, including teachers who work with the student, members of the inclusion department responsible for support, and the student's parents. This meeting serves as a platform for open communication and collaboration.

Step 3: Share feedback about the implementation of the action plan during the meeting: during the meeting, participants discuss the feedback and observations gathered during the initial observational period. This feedback includes insights into how well the action plan has been put into practice and whether any adjustments are necessary. It's an opportunity to share successes and challenges.

Step 4: If the student is making progress:

a. Continue applying accommodations in the classroom: the teachers continue to implement the accommodations and strategies outlined in the action plan. These may include modified assignments, additional support, or specific teaching methods designed to address the student's needs.

b. Review progress periodically throughout the year: regular progress reviews are scheduled throughout the academic year. These reviews involve checking whether the student is benefiting from the accommodations and whether any modifications are needed to further support their progress.

Step 5: If the student is not making progress: if the student's progress is limited despite the accommodations and interventions, a referral is made to a specialized assessment professional. This expert will conduct a more comprehensive assessment to identify any underlying issues or conditions that may require specialized interventions or services.

Referral for External Assessment

Step 1: Initial Assessment: if the accommodations provided by the school are not successful, the need for further intervention is identified.

Step 2: Scheduling a Meeting: the meeting involving key stakeholders, including the inclusion department, the stage coordinator and the student's parents.

Step 3: Determining Assessment Type: deciding whether an educational psychologist, behavioral psychologist, medical doctor, or a combination of these experts is needed for an in-depth assessment based on the nature of the concerns.

Step 4: Referring Student for Assessment: formally refer the student to the chosen specialized assessment professional(s).



Step 5: Conducting In-Depth Assessment: The assessment professional(s) conduct a comprehensive evaluation of the student's cognitive, emotional, behavioral, and medical aspects.

Step 6: Generating Assessment Report: creating a detailed assessment report outlining the student's strengths, challenges, and any underlying issues discovered during the assessment.

Step 7: Share Report with Inclusion Team: the assessment professional(s) provide the assessment report(s) to the inclusion team, consisting of the student's teachers and relevant school staff.

Step 8: Developing an Intervention Plan: the inclusion team uses the assessment insights to develop a targeted plan, which may include adjustments to the student's educational program, specialized interventions, or additional support services.

Step 9: Implementing a Support Plan: putting the intervention plan into action, ensuring that the student receives the necessary support and accommodations.

Step 10: Monitoring Progress: continuously monitor the student's progress and making adjustments to the support plan as needed.

Step 11: Reviewing and Revising: periodically reviewing the effectiveness of the support plan and revising it as necessary to ensure the student's needs are met effectively.

Inclusive Access Arrangements

Once a need for additional support is established, inclusive access arrangements are put in place immediately, throughout the course of learning and teaching, including formative and summative assessments as recommended by the inclusion department and professional report(s).

Inclusive access arrangements within a school are the responsibility of various stakeholders, each playing a crucial role in ensuring that students receive the support they need to access education fairly and equitably. These stakeholders include:

- **Stage Coordinators:** The school's coordinators are responsible for overseeing the overall implementation of inclusive access arrangements. They set policies and guidelines, allocate resources, and ensure that all staff members are trained and aware of their roles in supporting students with diverse needs.
- **Teachers:** Classroom teachers are on the front lines of implementing inclusive access arrangements. They are responsible for identifying students who may require accommodations, providing those accommodations, and adapting their teaching methods to cater to diverse learning styles and needs.



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- **Inclusion Department:** this department is responsible for assessing students' needs and developing individualized education plans (IEPs) when possible. They work closely with teachers to ensure that students receive the appropriate support and accommodations. They may also be involved in assessing students' cognitive and emotional needs, providing guidance on appropriate accommodations, and offering counseling and support services when necessary.
- **Students and Parents:** students themselves, along with their parents, play an active role in advocating for their specific needs. They should communicate with teachers and school staff about any challenges they face and collaborate in the development and review of their education plans.

It's crucial for all these stakeholders to work collaboratively to monitor, evaluate, and review inclusive access arrangements regularly. This process ensures that students' needs are met as circumstances change over time and that access requirements remain valid and meaningful. By addressing fairness and equal access to learning and teaching, the school can provide an optimal level of support for all students, regardless of their diverse needs and abilities.

Application for IB Assessments

Access arrangements may be applied in certain circumstances if it is observed that they could remove and reduce barriers for the student and not to give a student an unfair advantage. Some arrangements require authorization from the IB and should align with acceptable arrangements in the assessment context and submitted before the deadline for submitting requests for access arrangements stated in the assessment procedures for the relevant programme(s).

All access arrangements for IB assessments must be consistent with the IB access and inclusion policy and comply with the IB eligibility criteria. Under unforeseen and exceptional cases, the IB may authorize inclusive access arrangements not in the usual way to support students in the last six months of study prior to official IB examinations.

Application for inclusive access arrangements are submitted by the coordinator on behalf of the student.



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Supporting Documentation

The request application must include two forms of supporting documentation: an official psychological/medical report (written by qualified licensed professionals) and educational evidence (written by the coordinator or subject teacher(s)) that justify the necessity for inclusive access arrangements. Reports must be issued within the three years of the intended examination in English.

Confidentiality is a cornerstone of the request process. All submitted documentation, including the official psychological/medical report and educational evidence, will be treated as strictly confidential. This means that only authorized individuals involved in the evaluation and decision-making process will have access to these documents. This typically includes the designated coordinator responsible for assessing requests, as well as relevant subject teacher(s) who may be directly involved in accommodating the student's needs during examinations.

Recommendations and necessary information only contained within these documents will be shared with the teachers responsible for implementing the approved inclusive access arrangements. This ensures that the student's privacy is respected and that sensitive information is not disclosed to parties who do not have a direct role in facilitating the accommodations. Maintaining the privacy of students and their sensitive information is a fundamental aspect of ensuring fairness and equity in the assessment process.



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Inclusive Access Arrangements Decision Pathway

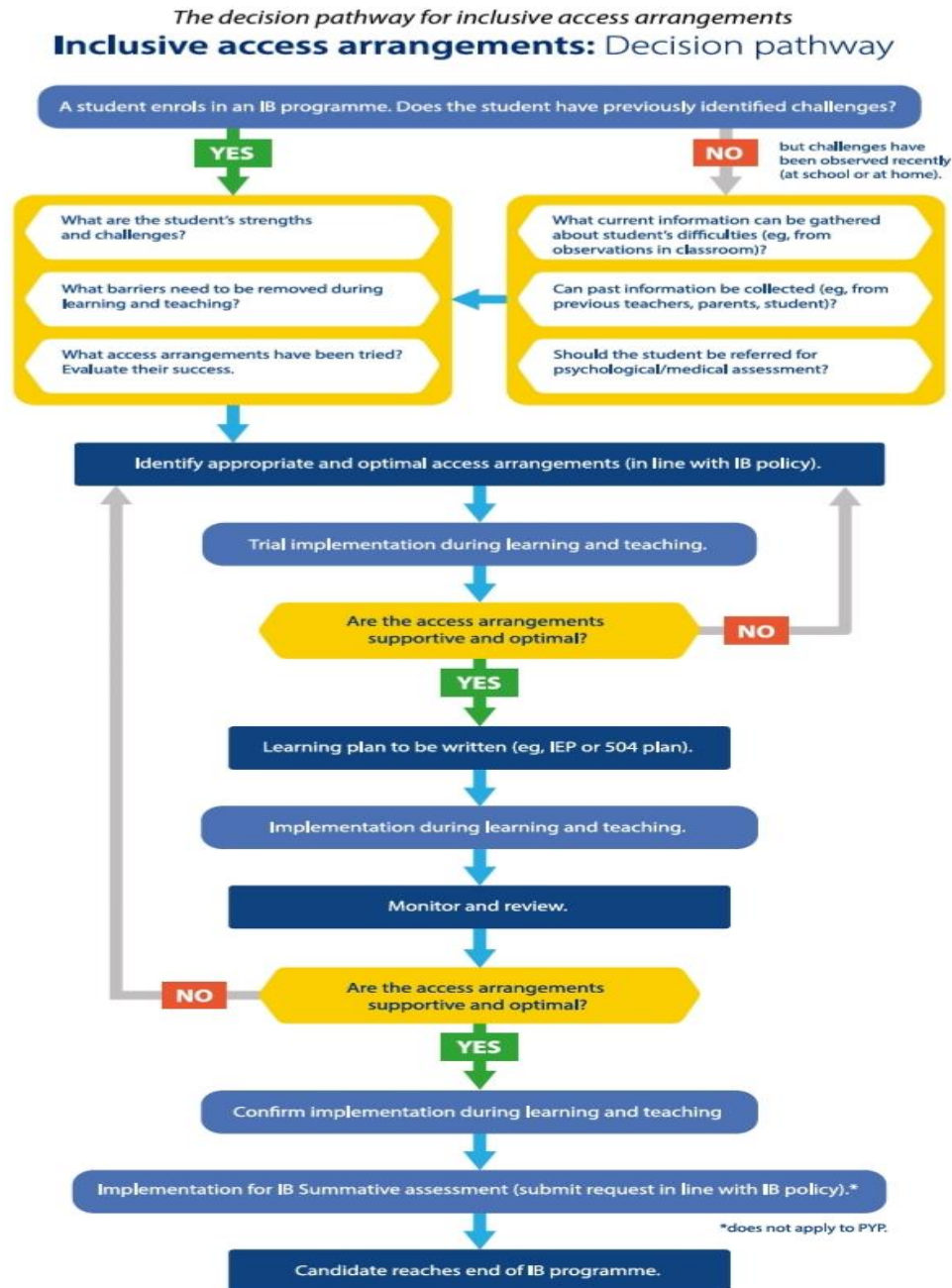


Figure 1: Access and Inclusion Policy. International Baccalaureate Organization (UK) Ltd, 2022.



Referral Forms

IBDP Referral Form for Inclusion Arrangements

This form is for students that you think will benefit from receiving inclusion arrangements from the IBDP for their summative and external examinations.

Your observations and responses to these questions will be very helpful for their evaluation and are greatly appreciated to further support our IBDP students.

Student's Name:

Teacher's name:

Subject and Level:

Date:

1. What strengths does your student exhibit in your class? **Give details and examples.**

2. What challenges does your student face in your class? **Give details and examples.**

3. Does the student's skill/behaviour fall within the range considered typical of his/her age?
Explain your observations.

4. What (if any) accommodations are currently being provided to your student?

5. How do you assist the student in the classroom to perform at their fullest potential? (Setting achievable tasks; giving clear and concise instructions; using a wide range of teaching tools; using a variety of ATLs and ATTs; seating, etc.)



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6. Describe your student's interaction with his/her peers. Do they work better in groups or individually? **Provide details and examples of your observations.**

7. How is your student's overall approach to your subject's requirements? (Submitting homework, abiding by deadlines, absence, lateness, participation, ability to focus; etc).

8. What observations have you made with regard to their assessments? (Handwriting, organization, neatness, ability to follow direction, time management, etc.). **Provide details and examples.**

9. Grade your student's performance in the 1st semester assessments thus far (15-20; 10-14; below 10). **Provide all grades of exams and quizzes.**

10. Other observations that you think may be helpful and important about your student. (Hearing, vision, motor skills, medical needs, concentration; etc.). **Provide details and examples**

11. Based on what you have written, provide a detailed account of why you think the student will benefit from inclusion arrangements and that they will use it effectively.



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Primary/MYP Referral Form for Inclusion Arrangements

Student:	Grade and Section:
Teacher/s:	Date:

Please check/tick the boxes and provide typed/written responses where applicable to show areas of weakness. The information provided will be used in assisting with the evaluation process. Please return the completed form to the Learning Support Department.

1. Instructional	2. Social Behavior
<input type="checkbox"/> Arabic	<input type="checkbox"/> Class/playground
<input type="checkbox"/> English	<input type="checkbox"/> Group skills
<input type="checkbox"/> Following and recalling instructions ___ Verbal instructions ___ Written instructions	<input type="checkbox"/> Maturity
<input type="checkbox"/> Attention span/concentration	<input type="checkbox"/> Peer relationships
<input type="checkbox"/> Completing work on time	<input type="checkbox"/> Communication
<input type="checkbox"/> Task refusal	<input type="checkbox"/> Punctuality/absences
<input type="checkbox"/> School routines	<input type="checkbox"/> Respecting school rules
<input type="checkbox"/> Homework tasks completed	<input type="checkbox"/> Aggression/Defiance/Anxiety
Does the student receive home tutoring for any subject? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, which subject/s?	

Any known exceptional circumstances that may be affecting the student's academic performance?



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3. Reading

Arabic

Reading level

English

Record ORT reading level if applicable _____

Comprehension

Fluency

Visual

Decoding words

Listening

Reading speed

Oral expression

Intonation

Other _____

Reading Strengths: _____

Comments: _____

4. Writing

Arabic

Language Conventions

English

Spelling

Handwriting

Punctuation

Grammar

Vocabulary

Language barrier

Writing Development

Beginning writing tasks and generating ideas

Organizing ideas

Elaborating on ideas



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- Forming paragraphs
- Monitoring and editing writing tasks

Other _____

Writing Strengths: _____

Comments: _____

5. Math

- Counting and memorizing facts

** It is acknowledged that some math concepts may not have been given.*

- Word Problems

- Numbers and algebra

- Measurement and geometry

- Statistics and probability

Other _____

Math Strengths: _____

Comments: _____

PLEASE NOTE:

Please provide details/work samples for review.

Please provide details of strategies you have already used in the classroom.



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Standard Access Arrangements that can be Provided in IB Assessments at CHS

Access Arrangement	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	MYP DP	Yes	<ul style="list-style-type: none"> • A standard score of 90–100 in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 90–100 on an assessment of reading (reading fluency and/or reading comprehension) • A standard score of 90–100 on an assessment of writing (writing fluency and/or written expression) • A physical, sensory, psychological/medical challenge due to which additional time is required
Additional time (25%)	MYP DP	Yes	<ul style="list-style-type: none"> • A standard score of 90 or less on one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 90 or less on an assessment of reading (reading fluency and/or reading comprehension) and there is no request for additional time for listening • A standard score of 90 or less on an assessment of writing (writing fluency and/or written expression) and there is no request for additional time for listening • A physical, sensory, psychological/medical challenge due to which additional time is required and there is no request for additional time for listening • A language test composite standard score in reading and writing that is below competency level • A language test composite standard score in reading and writing, listening and speaking that is below competency level
Additional time (50%)	MYP DP	Yes	<ul style="list-style-type: none"> • A standard score of 75 or less in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 75 or less on an assessment of reading (reading fluency and/or reading comprehension)



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			<ul style="list-style-type: none"> • A standard score of 75 or less on an assessment of writing (writing fluency and/or written expression) • Standard scores below 90 in at least three measures (where at least one includes a score on an assessment of reading or writing) that affect speed of working and there is no request for a scribe or reader/ screen reader • A physical, sensory, psychological/medical challenge due to which additional time is required
Additional time for oral examinations (25%)	MYP DP	Yes	<ul style="list-style-type: none"> • A standard score of 90 or less in processing speed measures that affect expressive and/or receptive speech, long-term/ short-term memory or auditory processing • A standard score in a language test in speaking and/or listening that is below competent • Speech and communication challenges (e.g., stuttering) or psychological challenges (e.g., social phobia, anxiety, etc.)
Rest breaks	MYP DP	No	<ul style="list-style-type: none"> • A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required
Deferral	MYP DP	Yes	<ul style="list-style-type: none"> • A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session
Modified paper	DP	Yes	<ul style="list-style-type: none"> • A physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way of working
Adaptation to questions due to colour blindness	MYP DP	Yes	<ul style="list-style-type: none"> • A physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way of working
Reader	MYP DP	Yes	<ul style="list-style-type: none"> • A standard score on a psychological test of 90 or less in reading speed/accuracy/ comprehension • A standard score on a language test in reading that is below competent • A medical, physical or sensory condition due to which a student either cannot read/has difficulty in reading
Word processor	DP	Yes	<ul style="list-style-type: none"> • A physical, psychological/medical or sensory condition due to which a student requires this access arrangement • A standard score in a language test in writing that is below competency level
Scribe	MYP DP	Yes	<ul style="list-style-type: none"> • A standard score on a free writing speed test that is below average for the student's age • A standard score of 90 or less in written expression/spelling/ information processing/working memory



			<ul style="list-style-type: none"> • Handwriting that is largely illegible to someone who is not familiar with it • A medical, physical or sensory condition
Prompter	MYP DP	No	• A physical, sensory, psychological/medical challenge or any other difficulty that requires a prompter
Separate room	MYP DP	No	A physical, sensory, psychological/medical challenge or any difficulty due to which this arrangement is required
Specific seating location	MYP DP	No	A physical, sensory, psychological/medical challenge or any difficulty due to which this arrangement is required

IB Standards and Practices for Inclusion

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)



Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)



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Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)



Appendices

1. Instructions for a reader

The role of a reader is to read the examination aloud to a student accurately, without any alteration or explanation or interpretation to wording.

An examination must be read aloud using an even vocal intonation and inflection that does not give any cues to the student.

A reader must pronounce words very clearly.

A reader may read back the student's answers, when requested, but without emphasis on any errors.

Reading 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.

A reader must not advise the student regarding which questions to answer, prompt the student (unless the reader is also a designated prompter), nor suggest the student move on to the next question or help with the order in which questions should be answered.

A word that appears in the examination may be spelled out for the student, but otherwise the reader must not help the student with spellings or grammar.

A reader can repeat the instructions or questions in an examination when a student indicates a specific need for this.

For students with visual impairment, the reader:

- may enable a student to identify diagrams, graphs and tables, but all assistance must be of a descriptive nature
- must read text scripts of visuals in modified examinations without any explanation or alteration to wording
- must not give any information that is not accessible to a sighted student nor offer any suggestions
- should pay attention to any bespoke instruction for a reader that is part of a modified paper.

Except for language subjects, a student who is not working in their best language may ask the reader to consult a bilingual dictionary. An entry can be read to the student but no further explanation should be given.

In mathematics examinations for sighted students where the role of the reader is to read text, the reader must point to all notations. In mathematics examinations for students with visual impairment, the reader must read the notation without interpreting it or expanding on it for the student.



2. Instructions for a scribe

The role of a scribe is to transcribe (type in MYP eAssessment or write in DPCP) accurately verbatim what a student has said at a reasonable speed. There must be no alteration to the dictated wording.

Where there are visual responses (such as graphs, maps or diagrams), the scribe must produce them exactly according to the instructions of the student.

A scribe must not 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.

A scribe may read back and edit answers as requested by the student.

Conversation between the student and the scribe must be confined to ensuring that the student's responses are transcribed correctly. There must be no discussion about the examination or the student's responses.

A scribe must not act as a prompter, unless there has been a prior decision by the school to use a prompter as an access arrangement for the student.

3. Instructions for a prompter

The role of a prompter is to support a student in staying focused and paying attention to the examination. Under no circumstances should the prompter provide any form of assistance or draw the student's attention to any part of the examination paper or script.

The designated prompter must be available to the student for practice before the examinations. A member of the student's family cannot be appointed as a prompter for examinations.

It is essential that the nature of the prompt is planned before the examination.

Students who use prompts should have done so during learning and teaching—that is, use of a prompter is their usual way of working. In a classroom situation, it is likely that the teacher would play the role of the prompter. It would be best for the designated examination prompter to offer the same prompts to the student during the examination.

The prompt must not be given verbally. A gentle tap on the student's arm or on the desk or table is the most common prompt. It is important that students are familiar with the kind of prompt that they will receive from the prompter. How often the student should need to be prompted depends on what has been effective for the student during learning and teaching, and the student's preferred way of working with prompts. Some students benefit from being prompted at regular intervals (for example, once every 15 minutes) and some only need to be prompted when they lose focus on the task. For the latter, prompters should be familiar with the student's behaviour so that they can correctly identify when the student is off task.



4. Rules and guidance for use of a word processor

This policy uses the term “word processor” rather than specifying electronic devices, such as laptop or PC, because the authorization solely relates to the function of word processing.

The following applies when a student has been approved to use a word processor for their DP or CP examinations.

Before the examinations

Under this policy, students can only use a word processor in examinations when authorization has been given by the IB.

If a student submits word-processed responses for an examination where no authorization has been given by the IB, this will be reviewed with regard to possible academic misconduct.

Where a student has been authorized use of a word processor by the IB, they can have the option to use the spellcheck functionality if it is their usual way of working. This can be put in place by the school without prior authorization from the IB. However, a student must not have access to the internet; any additional information or notes stored on the computer hard drive, USB flash drive, external hard drive, CD or other media; a thesaurus, predictive text, electronic dictionary; and/or other electronic device that may give an advantage. The grammar check functionality must be turned off.

Before the examination, the student must be proficient in the use of the word processor and any software that has been authorized by the IB for use in the examinations. The IB does not provide a list of prescribed software (reading, speech recognition, and so on) that students may use with their word processor. The responsibility for identifying and obtaining software rests with the teachers and coordinator.

The IB reserves the right to request, either before or after an examination, full details of the type of hardware and software used by a student.

The coordinator is responsible for ensuring that a student does not have access to stored information or an unauthorized electronic device. Either the student’s personal word processor or a school word processor can be used, but in either case the school would need to ensure that all personal folders and files have been deleted. The word processor should be handed in to the coordinator after each examination and kept in a secure place or locked cupboard at school and not taken home by the student.



It may be prudent to have a spare word processor standing by in case of any technical problems on the day of examination.

It is recommended that a student who is using a word processor takes the examination in a separate room, to avoid any distraction to other students. This arrangement does not require authorization from the IB.

Coordinators are advised to check that the word processor and all peripherals, such as a printer, are working properly at the time of the examination.

When a word processor has been approved and the student's usual way of working is using a "Pinyin" keyboard for language examinations, then this may also be used in IB examinations. All other IB word processor requirements must be adhered to.

The use of a word processor is not permitted for language acquisition listening examinations.

During the examinations

The student must type their IB personal code on each typed sheet of paper that they submit. No other personal information should be included on their word-processed responses.

Either single or double spacing is acceptable.

The student may choose the font and font size in line with their usual way of working.

The student may choose to either type all their answers or they may type some answers and hand write some answers into their structured/semi-structured examination paper according to their preference.

The student must type details of the question they are answering for every single question, for example: "Section A, question 2".

The automatic save option should be used during the examination to ensure that the student's work is regularly saved to the device.

At the discretion of the coordinator, it is permissible for a student to print their work during the examination for scrutiny. However, this is not encouraged, and no additional time is permitted for this activity, regardless of any computer or printer malfunction.



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After the examinations

The student's work must be printed at the earliest opportunity after the examination.

The school must keep securely stored copies of all the student's word-processed responses until after the issue of results.

When all word-processed answers have been printed, they should be added to any structured/semi-structured examination papers that have also been written on. All items must be securely attached to the coversheet.

This should then be packed up with all the other students' scripts. The coversheet should make no reference to access arrangements or a student's challenges to learning.

All documents should be sent to the school's allotted scanning centre in the usual way.

The failure to store, retrieve and/or print the student's work may result in no marks being awarded for the component. While the IB will consider whether any compensation can be made for the missing component, if there are insufficient marks on which to award a grade for the subject, no grade will be awarded.



Cycle of Review

The review of the policy takes place regularly and periodically (every 2-3 years) to keep the school in line with the IB policies and regulations. Revisions of the policy took place in April 2008, April 2011, April 2015, June 2017, October 2017, February 2018, March 2022, June 2023 and September 2023.

Inclusion Policy Steering Committee

Principal: Raghda Al Sawalqa
IBDP Coordinator: Nancy Khair
IBMYP Coordinator: Shireen Bakri
Primary CP Coordinator: Niveen Salah
School Counselor: Farah Rihawi
School Counselor: Jeeda Abu Zaid
School Nurse: Mariam Dagheidi

References

- *Programme Standards and Practices*. International Baccalaureate Organization (UK) Ltd., 2018 (updated April 2023).
- *Rules for IB World Schools*. International Baccalaureate Organization (UK) Ltd., 2020.
- *General Regulations: Diploma Programme*. International Baccalaureate Organization, 2016.
- *Access and Inclusion Policy*. International Baccalaureate Organization (UK) Ltd, 2022.
- *Assessment Principles and Practices—Quality Assessments in a Digital Age*. International Baccalaureate Organization (UK) Ltd , 2019.
- *The IB guide to inclusive education: a resource for whole school development*. International Baccalaureate Organization (UK) Ltd, 2015 (updated November 2019).