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## TITLE: INCLUSION POLICY – IB DIPLOMA PROGRAMME

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*“Caring: We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of other and in the world around us.”*  
(Learner Profile, IBO, 2013)

### Principles

The international Baccalaureate Diploma Programme (IBDP) at CISK supports the principle of inclusion, so that students with special education needs can demonstrate their ability under conditions that are as fair as possible. Students with special education needs are defined as those who have the intellectual capacity and ability to meet all curriculum requirements, but who have individual learning challenges that require special arrangements to demonstrate their level of achievement. We strive to support all students so we can develop a more diverse and inclusive IB community, enabling access for all to an IB education. CISK also recognizes its responsibility in ensuring no students are admitted to the IBDP who do not have the ability to succeed with the support and resources available at the school, and worked closely with families to ensure they can make the best choice for their child.

### Purpose

- To ensure that all students are provided equal access to the IB curriculum and opportunities for academic rigor.
- To emphasize that all students and staff are encouraged to embody the IB Learner Profile including supporting them as risk-takers, fostering compassion and communicating effectively.
- To foster a curriculum that is creative and differentiated to support all our students in reaching their unique potential.
- To communicate the responsibilities of all stakeholders in the success of students with special needs.
- To identify students who have individual needs using information from parents, previous schools, teachers, and our SEN specialists.
- Monitor students approaching and completing the DP who have been identified as having special needs.
- Work with parents at all stages of their child’s DP journey, providing regular updates on the child’s progress, and providing all relevant information regarding inclusion policy and inclusive arrangements.

### **Coordination of SEN in CISK's IBDP**

CISK management, including the MYP and DP coordinators, head of school and school psychologist, and admissions team will be responsible for:

- The operation of the DP SEN policy;
- Ensuring all student records are up-to-date and comprehensive;
- Work closely with staff in coordinating provisions for SEN students;
- Assisting staff working with SEN students;
- Liaising with families to support any issues or needs;
- Reviewing and updating the SEN policy annually.

CISK will keep all details of DP SEN students and their records via Managebac and hardcopy DP files.

All DP staff can access:

- The CISK SEN Policy;
- Specific learning needs information and records for students they are teaching;
- Guidance and protocol for identification and working with SEN students;
- Practical advice, teaching strategies, and information about types of special education needs, disabilities, and other individual needs;
- Specific files and notes via the DP coordinator and school psychologist as deemed necessary and appropriate.

### **Admission of candidates with diagnosed Special Education Needs**

Students and their families are notified at admissions that CISK does not have support or resources for the majority of special education needs, and that there is no additional funding to support students with additional or individual needs beyond mainstream teaching and learning in DP.

- Before accepting a student with special education needs as a candidate for the Diploma Programme, the coordinator and admissions department must be satisfied that the candidate has the intellectual, emotional, and social capacity to meet all requirements.
- Should a candidate be identified as having a special educational need after beginning their DP journey, the ability of the school to support that student will be assessed in collaboration with the family and support staff. The student's ability to remain in the DP, is at the discretion of the school.
- Careful consideration must be given to a candidate's choice of subjects, as some subjects may pose difficulties for a candidate with special needs.
- A support program for the candidate must be agreed with the candidate and supporting agencies. If relevant, teachers must be consulted at an early stage in the candidate's study of the programme.
- The coordinator is responsible for collating necessary documentation from support agencies and the IB regarding requests for special assessment arrangements.

## **Responsibilities**

On a daily basis, the SEN support team is responsible for coordinating support for candidates with special education needs. This may include meeting and coordinating with:

- Parents
- Teachers
- Medical agencies
- Teacher/student mentors
- IT/Library department
- IBDP Coordinator

## **Definition of Special Needs**

A CISK we distinguish between 4 broad categories of special education needs:

### **Communication and interaction**

This includes students with speech or language delay, impairments or disorders, specific learning difficulties such as dyslexia and dyscalculia, hearing impairment, and those who demonstrate features along the autistic spectrum.

### **Cognition and learning**

This includes students who, as a result of physical or mental challenges, demonstrate features of moderate, severe or profound learning difficulties.

### **Social, mental and emotional health**

This includes students who may be withdrawn or isolated, disruptive or disturbing, or those who are hyperactive or lack concentration. This category also covers students with mental health challenges such as depression, anxiety, or psychosis.

### **Sensory and/or physical needs**

This includes students with sensory, multi-sensory and physical difficulties.

\*It is important to note that, while all parties will strive to accommodate the special educational needs of the candidate, it is also necessary to keep in mind what we cannot do and determine whether the school can effectively meet the needs of an individual to the best possible standard available. If it is determined that we cannot, we strive to help the students find and access the institution best suited to their unique needs.

## **Process**

Ideally students entering DP will have had any special education needs identified and supported throughout the PYP and MYP programs. Should a student join DP with an identified need, the school will work closely with their previous educational institute and family to continue supporting them should the school resources allow. In order to identify special education needs in DP students, CISK follows a four-part process.

**Assess → Plan → Implement → Review**

## **1. Assess**

Assessment will begin at the admissions stage of enrollment through the DP entrance examinations, interviews, and review of past performance and student records. Should a need be identified at this time, the school will work with the family to determine if DP is a proper fit for the student, and if it is not, will do their best to support the student in finding another appropriate educational option.

Since all students continue to grow and develop, additional needs may not be evident until after the student has been admitted. Should this be the case, the following will be used to assess a student's ability and identify a possible special education need:

- IB assessments (mock examinations, classwork, assignments, IA preparation tasks)
- Teacher observations and reports
- Behavioral notes and records
- Interviews with student and parents
- Psychological reports from the school psychologist
- Reports from external organizations or support members

If a special education need is identified after collecting and reviewing some or all of the above resources, the school will move onto the **PLAN** phase of the process. If a specific need cannot be identified, the school will continue to monitor the student closely and regularly review their performance in an ongoing assessment phase.

## **2. Plan**

Planning will involve the collaboration of the subject and core teachers, the DP coordinator, the head of secondary, head of school, family, and student. Working as a team, a plan for the student and options for support will be developed. All members of the above collaborative team must agree to the adjustments, interventions, support, and possible modifications that are required, expectations of all members, and an appropriate timeline. Any required documentation will be made note of at this time and a specific date for review will be set.

After a plan has been developed, all those working with the student will be informed of the plan, what support is needed and expected, and particular teaching strategies/approaches that can be employed, and the outcomes that are expected.

Should it be determined in this process the school cannot support the student in a way that will allow them to be successful in the DP, the school will work with the family to find an alternative support option, or counsel the student towards another program or educational institution that can support their needs.

## **3. Implement**

During the implementation phase, each staff members working with the student will be responsible for carrying out their portion of the developed plan. They will keep required notes and records of student performance and progress, and collaborate with any member(s) of the planning team as needed.

## **4. Review**

The review will be held in a few distinct sections:

1. Members of the planning team will come together to review their notes and records regarding the implementation phase, determining the success of the supports put in place and making note of any challenges the student may still be facing.
2. A meeting will be held with the student and family and appropriate members of the planning team to review the implementation phase.
3. After reviewing the outcomes of both these meetings, it will be determined if the planning and implementation phases were successful, and if any further plans need to be made or modifications made.

This four-part cycle can repeat as needed until a final outcome is reached.

## **Practice**

Some of the most common practices put into place to support DP students include:

**Student counselling.** The DP team and coordinator, in collaboration with the head of secondary school, may be able to work with the student on a one-to-one basis and assist the student in achieving the means to develop academically, socially, or emotionally. Group meetings with teachers, parents, and students may also be employed to help the student or develop a plan for learning and success.

**Coaching.** Different members of the schools teams (teachers, students, coordinators, leadership) may work with students who need extra attention. These individuals have experience with students who have some of the needs listed above and can help the student develop academically, socially, and emotionally.

**Psychologist.** CISK has a fulltime professional psychologist on staff who provides support and assistance to staff and students, and works with leadership to review the SEN policy and diagnose students.

**Assessment accommodation.** See below.

## **Types of special assessment in the IB Diploma Program**

Should a student with special education needs enter the IBDP at CISK, there are a variety of assessment accommodations that can be made. It is important for the student, parents, and IBDP Coordinator to work together and ensure all necessary documentation is in order to apply for these accommodations well in advance of assessment due dates and final examinations. These accommodations include:

**Additional time:** may be authorized for written examinations and for certain activities connected to internal assessment. Usually 25% more time is allowed for the candidate.

**Rest periods:** a candidate may be allowed supervised rest time, during which the candidate is not allowed to work on the examination.

**Information and communication technology:** candidates may be allowed to use a computer to response to a written exam. Only technology allowed by the IB may be used in any one particular written exam.

**Scribes:** in some cases candidates are allowed to have a person write down what they dictate for external and/or internal assessments/exams if the candidate is unable to provide a response by hand or computer.

**Readers:** A reader may read the examination paper or candidate's response out loud. The reader will not assist or explain anything regarding the exam question.

**Communicators:** for hearing impaired students a communicator is able to convey information through the use of lip-speaking, finger-spelling, or sign language and may be used during examinations.

**Prompters:** for candidates with neurological or cognitive disabilities resulting in severe attention problems, prompters can ensure that a candidate is paying attention during the examination.

**Modification to examination papers:** for candidates with visual or hearing issues, modifications can be made to examination papers (braille, special print etc.).

**Audio recordings of examination papers:** The IB may provide an examination paper on a CD but this is a limited service for examinations with no visual material (maps, illustrations, tables, or diagrams).

**Transcription:** transcription is justified when a candidate with a specific learning issue, or physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available for candidates with poor handwriting for whom some form of special need cannot be diagnosed.

**Alternative venues for examinations:** the IB may authorize a candidate to take an exam at home or in hospital if a candidate is too ill to attend school, but only if medical advice supports the decision.

**Extensions to deadlines:** in cases of illness or accident that prevents a candidate from completing work in time for the coordinator to submit the work to the IB, extended time may be authorized.

**Assistance for practical work:** for candidates with a physical disability the IB may authorize the candidate to have assistance with practical work (often confined to the requirements of internal assessment).

**All modifications and accommodations are granted on a case-by-case basis. The IB Coordinator and admissions team at CISK must be contacted of any adverse situation should arise during the course of a candidate's education. This way, the coordinator can contact the IB for further guidance.**

Policy last updated: October 2021

Next review: October 2023

Resources: *Candidates with Special Assessment Needs*, International Baccalaureate Organization. Cardiff: IBO (2009/2011).

## **Appendix 1: Definition of Terms**

### ***Overarching categories***

*Behavioral and social skill difficulties* – includes self-regulation and getting along with others.

*Communication or language disabilities* – includes both receptive or expressive difficulties.

*Concentration difficulties* – includes both attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).

*Executive functions* – includes difficulties in understanding, planning and organizing.

*Hearing impairments* – includes both hearing injury loss and deafness, either congenital or acquired due to injury/illness.

*Literacy and language difficulties* – affects the learning process in one or more areas such as reading, spelling and writing.

*Numeracy difficulties* – refers to learners who may struggle with tasks related to numeracy and mathematics competency.

*Mental health issues* – includes depression, anxiety etc. and can range from mild to severe. Learners can have more than one mental health issue.

### ***Physical and neurological impairments***

*Physical or neurological impairments* – can be congenital or acquired, for example muscular dystrophy, and can range in severity. These impairments are not always visible.

*Visual impairment* – used to describe the consequence of an eye condition or disorder. The degree of impairment can range from mild to severe.

*Attention deficit hyperactivity disorder* - ADHD is a regulatory problem of attention, activity level and impulse control and it can have a significant impact on a student's ability to learn.

*Asperger syndrome* - Individuals with Asperger syndrome usually have difficulties with social interaction, social communication and social imagination. They are distinct from those with autism in that they do not have language delays. Due to the similarities between Asperger syndrome and high-functioning autism, there is a debate over whether two different terms are needed and 'Autism Spectrum Disorder' is now commonly used to describe the range of the autism spectrum including Asperger syndrome.

*Autism spectrum* - Although every person with autism is unique, the following characteristics are particularly significant in the diagnosis of autism: communication, social interaction, learning difficulties, unusual/repetitive behaviour/s. Other characteristics can include unusual patterns of attention, unusual responses to sensory stimuli, and increased anxiety.

*Dyscalculia* – Refers to a wide range of learning difficulties involving mathematics. There is no single type of mathematics disability and it varies from person to person. Children can exhibit visual spatial difficulties or language process difficulties making it difficult to understand ‘word problems’.

*Dysgraphia* – Refers to writing difficulties, including handwriting that is either illegible or difficult to read.

*Dyslexia* – Refers to a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

*Dyspraxia* – Also known as developmental coordination disorder. Learners with this disorder have problems adequately registering, interpreting, organizing or integrating information, and it affects basic and fine motor skills.

### **Supports**

*Accommodation* – refers to a support put in place that changes the way in which a student approaches the task and allows them to be successful.

*Differentiated instruction* - Involves teaching in an organized, yet flexible way that allows all students in a class to learn; it is not specifically directed for students with learning difficulties. Differentiated instruction considers that students have different learning preferences, strengths, and abilities. Instead of teaching to the middle or average student, teachers proactively adjust their teaching to provide for more or less structure, direction, challenge or options depending on the needs and abilities of learners. This includes gifted children.

*Inclusion* – Refers to integrating learners in the regular school system (and class) as opposed to placing a learner in a special school or class. Learners with special educational needs are provided with the technical, assistive or personal supports needed.

*Individual education plan* – (IEP): a teaching and learning plan designed in collaboration with the parent/s, learner, teacher/s and relevant multi-disciplinary team members specifically for learners with special educational needs who have received a diagnosis.

*Modification* – Refers to modifying the learning content and assessment in order to meet the abilities of the learner. This means lowering or raising the educational objectives and expectations.

*Psycho-educational assessment* – A systematic process of gathering relevant and valid information about a learner’s strengths and needs. It can include testing, such as the Wechsler Intelligence Scale for Children (6–16 years of age) to measure intellectual performance and help clarify the type of processing deficit. The educational assessment measures what has been learned in different academic areas and helps identify how the disability significantly or negatively impacts an individual.

*Remediation* – Focuses on finding alternative ways to help, mainly, primary school age children learn. It includes any of the following options: reteach the information, use alternative instructional strategies, break tasks down into smaller parts to analyze what the child knows and

what components are problematic, reduce the number of items that must be completed, provide additional practice, engage in one-on-one tutoring.

*Scaffolding* - A strategy used to support all learners and facilitate the construction of meaning and knowledge. Once a learner no longer needs the scaffold or support, it is removed.