

since 1980



St. Nicholas

Access and Inclusion

Policy and Procedures at Alphaville

All teaching staff should read this policy before teaching.

For this effect, at the beginning of each academic year, time will be allocated for staff to read it.

This will apply to any teaching staff joining us during an academic year.

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www.stnicholas.com.br

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St. Nicholas School Alphaville Mission Statement

Through an inquiry-based international education, St Nicholas School Alphaville develops responsible, confident, and caring citizens of an ever-changing world. By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

The International Baccalaureate 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.

IB Standards and Practices

In alignment with the International Baccalaureate (IB) publication of standards and practices, IB World Schools to demonstrate their support for learning diversity among students. As an accredited IB World School, we wholeheartedly welcome students with diverse abilities, needs, and backgrounds. Our educational approach integrates their learning with real-world experiences, ensuring expanded opportunities for their holistic growth and development.

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 its legal requirements and outlines the school's IB 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 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 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 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)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

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)

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)

St. Nicholas School Alphaville Statement of Inclusion

At St. Nicholas School Alphaville, we acknowledge the diverse range of abilities, strengths, and needs among our students. We firmly believe in providing every child with optimal learning experiences to help them reach their fullest potential. Inclusion represents an ongoing process where schools continuously enhance their capacity to address a wide spectrum of individual needs. All educators bear the responsibility of addressing the diverse learning needs of our students, emphasizing collaboration to overcome barriers in learning and assessment while meeting diverse learning challenges.

Our school is unwavering in its commitment to enhancing learning opportunities for all students and establishing frameworks, systems, and practices that foster a culture of inclusion. We are dedicated to ensuring access to high-quality learning experiences tailored to learners of all ages and abilities. The individual qualities, experiences, and cultural backgrounds of each person within our community are not only acknowledged but deeply valued. We prioritize the holistic development of every individual, embracing their achievements, attitudes, and well-being.

Introduction and Purpose

St. Nicholas School Alphaville is committed to fostering an inclusive and diverse learning environment that reflects the values and principles of the International Baccalaureate (IB) programmes - the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). We believe that every individual within our community contributes to the



richness of our educational experience. With a dedicated focus on equity and respect, our policy outlines clear guidelines, roles, and procedures aimed at creating learning environments which cater to providing an educational journey that values and reflects the uniqueness of each individual within our community.

From the formative years of the PYP to the comprehensive learning of the DP, our commitment to inclusion remains steadfast and unwavering. Our Inclusion Policy stands as a testament to our continued dedication to fostering inclusion, equity, and respect for diversity. By recognizing the inherent contributions of every student, teacher, and parent, we strive to create an environment where diversity is celebrated and inclusion is a guiding principle.

Principles of the Inclusion Policy

Support for Access to IB Programmes: The school prioritizes inclusive access to IB programmes and philosophy, offering comprehensive support for students with diverse learning needs and ensuring educators are equipped accordingly.

Personalized Learning Support: Following IB guidelines, the school tailors learning support programs by identifying students' specific learning styles, scaffolding their learning, and differentiating the curriculum to meet individual needs.

Collaborative Support Team: The school maintains a proficient team of trained specialists who collaborate with diverse professionals to deliver efficient and comprehensive learning support services.

Equal Opportunity Admission Policy: The school ensures unbiased consideration of all admission applications, assessing the potential to provide equal opportunities for every student to succeed in line with its commitment to offering the best education to all.

This introduction marks the embodiment of our school's commitment to the principles of IB education, where inclusion is not merely a policy but an integral part of our educational philosophy, deeply ingrained in every facet of our learning community.

Philosophy and Principles

The pursuit of inclusive education lies at the heart of fostering a learning environment where every student can thrive. As stated in the “Learning diversity and inclusion in IB programmes” (2016), inclusion is an ongoing journey focused on enhancing access and engagement in learning for all learners. Central to this pursuit is the identification and dismantling of barriers that hinder the holistic participation of students. This process emphasizes equitable educational opportunities encompassing various facets of school life, from learning and teaching to evaluation and assessment. Access arrangements serve as vital tools within this framework, offering tailored modifications that do not compromise learning expectations but rather empower students to



navigate barriers effectively. By championing fairness, equal access, and the integrity of assessments, these arrangements pave the way for a truly inclusive educational experience.

At St. Nicholas School Alphaville, we firmly believe that every child possesses the ability to learn when provided with high-quality teaching and conducive conditions. It is the school's duty to ensure these conditions are met, while teachers are responsible for delivering appropriate, high-quality learning experiences to all students. Serving as the vital connection is our Personalized Learning Department, tasked with identifying, understanding, advocating for, and collaborating with children who require additional support to unlock their full potential.

Our goal is to offer students a personalized support programme that caters to their learning, language, and socio-emotional needs within an inclusive, supportive environment.

We believe in the following approaches to best support children:

Fostering an inclusive classroom environment that:

- Recognizes and addresses each individual's unique learning needs.
- Strengthens students' abilities and skills
- Cultivates an atmosphere of mutual understanding, respect, and compassion.

Implementing differentiated instruction that utilizes:

- Continuous assessment to inform teaching and learning methods.
- Various flexible student groupings.
- Scaffolded instruction tailored to individual difficulty levels, supported by diverse resources.

Maintaining open and consistent communication with parents:

- Establishing ongoing and transparent information exchange between families and the school.

Collaborating with a team of educators and experts to work alongside parents in:

- Evaluating and determining the educational needs of students.
- Strategizing, implementing, monitoring, and revising Individualized Educational Plan (IEP) goals.

Inclusion and the IB Learner Profile

Inclusion is deeply connected to the IB Learner Profile attributes as it embodies the principles and values that underpin an International Baccalaureate (IB) education. The Learner Profile attributes are ten qualities that the IB aims to develop in students, fostering their growth as responsible, compassionate, and principled individuals. Inclusion aligns with these attributes:

- **Caring:** Inclusion promotes empathy and understanding, encouraging students to be caring and compassionate towards others regardless of their backgrounds or differences.
- **Open-Minded:** Embracing inclusion requires an open-minded approach, respecting diverse perspectives, cultures, and identities.
- **Principled:** Inclusion embodies fairness and equity, advocating for justice and fairness for all individuals, irrespective of their differences.
- **Reflective:** Encouraging inclusion involves reflecting on one's biases, assumptions, and actions, fostering self-awareness and a commitment to improving inclusivity.
- **Communicator:** Inclusion emphasizes effective communication, emphasizing the importance of respectful dialogue and listening to others' viewpoints to build understanding and harmony.
- **Balanced:** Encouraging inclusion involves creating a balanced environment where all individuals feel valued, respected, and empowered.
- **Risk-Taker:** Promoting inclusion often requires taking risks to challenge stereotypes, biases, and systemic barriers to create more inclusive communities.
- **Thinker:** Inclusion encourages critical thinking about social norms, prejudices, and systemic inequalities, fostering a deeper understanding of how to create more inclusive environments.
- **Inquirer:** Inclusion encourages students to inquire about different cultures, perspectives, and experiences to develop a deeper appreciation and understanding of diversity.
- **Knowledgeable:** Inclusion promotes learning about and respecting diverse cultures, traditions, and experiences, enriching students' knowledge and understanding of the world.

The IB Learner Profile attributes provide a framework for developing a holistic, inclusive educational experience that nurtures students' personal growth, social responsibility, and global citizenship. Inclusion is at the core of creating a learning environment where every individual feels valued, respected, and supported in reaching their full potential.

Inclusion and Approaches to Learning

The Approaches to Learning (ATL) skills in the International Baccalaureate (IB) framework encompass a set of interconnected skills that empower students to become effective learners. Inclusion aligns with these skills by providing a foundation for diverse learners to access, engage with, and benefit from the development of these skills. Here's how inclusion connects with various ATL skills:

- **Communication Skills:** Inclusion promotes effective communication among individuals from diverse backgrounds, encouraging listening, empathy, and respectful expression of ideas. It enables students to communicate across cultures, languages, and perspectives, enhancing their communication skills in diverse settings.
- **Social Skills:** Inclusion fosters collaboration, cooperation, and teamwork among students with varied backgrounds and abilities. It helps develop social skills by creating an environment where everyone feels valued and respected, leading to more effective and inclusive group dynamics.
- **Self-Management Skills:** Inclusive environments encourage students to manage their time, emotions, and behaviour effectively. Students learn to adapt to diverse situations and demonstrate resilience in the face of challenges, fostering self-regulation and perseverance.
- **Research Skills:** Inclusion encourages students to explore diverse perspectives, cultures, and experiences, promoting research skills that involve accessing and evaluating information from multiple sources. It supports critical thinking and inquiry into issues related to diversity and inclusivity.
- **Thinking Skills:** Inclusion nurtures critical thinking, creativity, and problem-solving abilities by exposing students to different viewpoints and experiences. It challenges biases and stereotypes, promoting a more nuanced and inclusive approach to complex issues.
- **Self-Awareness Skills:** Inclusive environments facilitate self-reflection and awareness of one's own biases, assumptions, and privileges. Students develop a deeper understanding of themselves in relation to others, fostering a more empathetic and inclusive mindset.

In essence, inclusion provides a fertile ground for the development and application of ATL skills by embracing diversity, promoting equity, and creating an environment where all learners can thrive. It ensures that students have the opportunity to engage with and develop these skills in a manner that acknowledges and respects their unique backgrounds and abilities.



The Personalized Learning Department and Professional Development

All students are entitled to experience high quality education enabling them to raise their aspirations and achieve their potential. While many students encounter temporary obstacles to learning and engagement during their academic journey, some have needs that cannot be fully addressed within the regular classroom setting. In instances where additional support is necessary, involving the PL department becomes crucial to guarantee the child's access to a tailored curriculum that meets their unique requirements.

The primary focus of our PL department revolves around meeting the distinctive needs of each student through customized teaching approaches and targeted differentiation. We operate with three overarching goals in mind: firstly, the prompt and thorough identification of students; secondly, the implementation of meaningful adaptations in teaching methodologies; and finally, the continuous monitoring of students' responses to interventions. Our aim is to facilitate their comprehensive development—across academic, physical, and social dimensions—ensuring they have the opportunity to reach their full potential.

At school, the Personalized Learning Department is committed to providing comprehensive assistance to students encountering barriers in their learning journey, and ensuring alignment with the IB philosophy and standards for inclusion. This support is tailored for students who, in addition to in-class interventions and differentiated teaching strategies, require additional assistance. These students benefit from an Individualized Educational Plan (IEP) crafted in accordance with diagnostic reports provided by qualified specialists. These reports outline recommended accommodations and modifications crucial to each student's educational journey.

There are instances where students may not possess a diagnostic report from a specialist but have been identified and referred to the Personalized Learning Department based on their teachers' observations. These students have exhibited limited progress despite in-class interventions and differentiated teaching. In such cases, these students undergo informal assessment or screening by the Personalized Learning Department. They receive support through push-in/pull-out sessions or through strategies and resources. During push-in sessions, the learning support teacher collaborates with the student to enhance their engagement in classroom activities, providing supplementary academic support and encouragement. In contrast, pull-out sessions entail individualized attention, addressing specific learning needs that cannot be accommodated within the classroom environment. Additionally, teachers are assigned to provide further in-class support tailored to these students' needs. This holistic approach aims to ensure that all students receive the necessary support to thrive academically and personally within our inclusive learning environment.

Professional Development

The Personalized Learning Department serves as a vital component within our educational framework, not only benefiting from continuous professional development but actively contributing to the advancement of tailored educational practices for students with diverse



learning needs. Collaborating closely with homeroom teachers and tutors, this department fosters a dynamic partnership, prioritizing targeted in-service training where it yields the most significant impact. Through this collaboration, strategies and support mechanisms seamlessly align with the endorsed philosophies and methodologies of the PYP, MYP, and DP programmes, thereby customizing education to meet the distinctive requirements of each learner.

Moreover, our staff's dedication to fostering inclusive practices transcends the institution through their active engagement in external professional development initiatives. Immersed in targeted workshops and seminars focusing on universal design for learning (UDL) and inclusive practices tailored to diverse learning needs and profiles, our educators continuously explore the latest methodologies and strategies. This proactive approach aligns with the core principles of UDL, which is a curriculum development framework emphasizing the proactive design of both the environment and curriculum to provide students with multiple means of representation, action and expression, and engagement, thereby ensuring equal opportunities for learning.

These sessions delve into the multifaceted aspects of UDL, examining its application in creating adaptable learning environments catering to diverse student abilities, preferences, and backgrounds. Additionally, these external opportunities offer specialized training in addressing the unique needs of learners with diverse profiles, spanning neurodiversity, differing learning styles, and varied socio-cultural backgrounds. The UDL framework serves as a blueprint for creating challenging instructional goals, diverse methods, materials, and assessments that effectively measure learner progress (Rose and Meyer, 2011). This unwavering commitment to external programmes ensures a comprehensive understanding of inclusive practices, empowering our staff to implement versatile and responsive teaching methods that honor and celebrate the diversity inherent within our learning community.

For UDL guidelines and further information visit www.cast.org

Roles and Responsibilities

The successful development and learning of students with special needs rely on the collaborative efforts of various individuals. A multifaceted approach involving parents/guardians, teachers, and students is pivotal in ensuring the achievement and progress of these students.

Parents/guardians, as primary advocates, are crucial in providing essential support and insights into their child's unique learning journey. Their involvement in understanding the challenges, advocating for appropriate resources, and fostering a conducive learning environment at home significantly influences a student's academic progress and overall well-being. They act as partners in the educational process, providing invaluable insights and unwavering encouragement.

Teachers, as educators and guides, hold a vital role in creating and tailoring instructional strategies that cater to diverse learning styles and needs. Their dedication to implementing innovative teaching methods, differentiation, personalized instruction, inclusive practices, and consistent assessments directly shapes both the academic advancement and emotional stability of

students with special needs. This commitment fosters an environment where these students not only feel supported but also empowered to reach their full potential.

Furthermore, **students** themselves are pivotal participants in their own learning journey. Their resilience, determination, and unique perspectives shape the educational process. Empowering students with special learning needs to actively engage in their education cultivates a sense of autonomy and self-advocacy crucial for their future success. Encouraging their voices, interests, and aspirations not only fosters a sense of belonging but also enhances their motivation to learn.

In essence, the collaborative efforts of parents or guardians, educators, and students converge to create a holistic and supportive framework essential for the development and success of students with special learning needs.

It is the role of parents to:

- Keep the school informed about pertinent information related to their child's learning experience.
- Review, sign, and return copies of any home-school liaison agreements.
- Provide consistent support and encouragement to their child.
- Supervise and assist the child with tasks at home, aligning with the established targets agreed upon during review meetings.
- Attend all review meetings to actively participate in their child's educational journey.
- Ensure their child receives sufficient sleep, rests well, and arrives fully equipped and punctual for school.
- Share their perspectives on the child's progress and the effectiveness of the support provided to the school.
- Support the student by following up on recommendations provided by outside specialists and the Personalized Learning (PL) team.

It is the role of the Personalized Learning Team to:

- Cultivate a school-wide culture that embraces inclusion and a comprehensive understanding of special needs.
- Collaborate and strategize learning support initiatives with classroom/subject teachers on a regular basis.
- Design tailored lessons for pull-out support sessions, and assign supplementary homework when necessary.
- Offer in-class support to students receiving learning support, aiding in classroom teacher planning and guidance.
- Provide continuous guidance and professional development to staff to enhance their ability to meet students' additional support needs.
- Coordinate the development of Individualized Educational Plans (IEP) with classroom/subject teachers, coordinators, and segment heads.

- Engage in ongoing professional development activities, maintaining a personal portfolio relevant to learning support.
- Propose effective resources and strategies for supporting children, both in class and at home.
- Maintain meticulous records of Individual Educational Plans (IEP) and relevant meetings, ensuring they are consistently updated.
- Coordinate with external specialists when necessary, facilitating assessments and diagnoses for students with special needs.
- Maintain an updated directory of external specialists involved with students.
- Safeguard confidentiality by maintaining the privacy of personal files and records of students in the Personalized Learning Programme, ensuring access is limited to appropriate authorities.
- Engage with parents/guardians of children with special educational needs, providing updates on their progress and collaborating on future strategies.
- Organize periodic review meetings involving leadership, teachers, and parents to assess progress and plan further actions.

Teachers are entrusted with the following responsibilities:

- Establishing a climate of respect and inclusion that extends to all members within the class and wider community.
- Ensuring appropriate differentiation within the classroom while meticulously documenting these adaptations.
- Conducting regular assessments to monitor children's learning progress and adjusting teaching plans accordingly.
- Engaging in discussions with the learning support team when concerns arise regarding a student's academic performance, behavior, study/social skills, communication skills, as well as challenges related to gross and fine motor tasks.
- Recording concerns and maintaining an observational log outlining steps taken to assist the student.
- Cultivating each child's strengths to bolster their self-esteem.
- Collaborating and planning with the learning support teacher on a consistent basis.
- Sharing lesson plans in advance with the Personalized Learning Dept. to facilitate effective in-class support sessions.
- Maintaining open, frequent, and positive communication with parents, sharing information regarding the regular curriculum and additional support offered.

Students are responsible for:

- Engaging actively as agents in their own learning process.
- Demonstrating respect towards all fellow students within the community and actively including those with diverse learning needs in all school-related activities.
- Advocating for their needs and necessary accommodations, actively participating in identifying the most effective methods for learning and showcasing their knowledge.



- Proactively seeking opportunities to utilize their strengths and nurture specific interests.

Programme Coordinators are responsible for:

- Providing support with subject choice in order to allow students to play to their strengths and individual learning profile.
- Submitting applications for inclusive access arrangements on behalf of the student. While a teacher may complete the application, the ultimate responsibility lies with the coordinator to ensure the completed form is submitted to the IB.
- Ensuring the school provides the resources and manpower necessary to support inclusive learning arrangements, including for external assessment
- Verifying all requests for inclusive access arrangements, are endorsed by the head of school. Typically, correspondence from the IB regarding students with access requirements will be directed to the coordinator.
- Ensuring all requests for access arrangements for IB assessments adhere to the following criteria:
 - They align with the typical methods of learning and teaching in the classroom.
 - They meet the eligibility criteria outlined in this policy.
 - They are accompanied by supporting documents serving as evidence.
 - They are submitted within the deadline specified in the Assessment procedures for the relevant programme(s).

Access and Inclusion Practices and Procedures

The school is committed to fostering an inclusive and integrated environment for students with learning support requirements, and thus ensure their active participation in school activities and events. The school provides comprehensive access to a diverse, well-rounded education that includes an appropriate curriculum that is tailored to each student's needs. Our goal is to empower every student to reach their full potential and develop into confident learners.

In recognizing the critical importance of learning support, both staff and parents share the responsibility in supporting students' educational and specific needs. This collaborative effort is driven by a collective commitment to nurturing a supportive and inclusive learning community. In alignment with the IB framework, our school embraces the following four principles of good practice:

Valuing Prior Knowledge: Meaningfully assessing existing knowledge, strengths, and interests while incorporating prior learning when designing differentiated plans for new learning experiences.

Scaffolding Learning: Assessing prior learning to enable smaller, manageable steps in the learning process. Techniques such as pre-teaching, demonstrations, experiential learning,

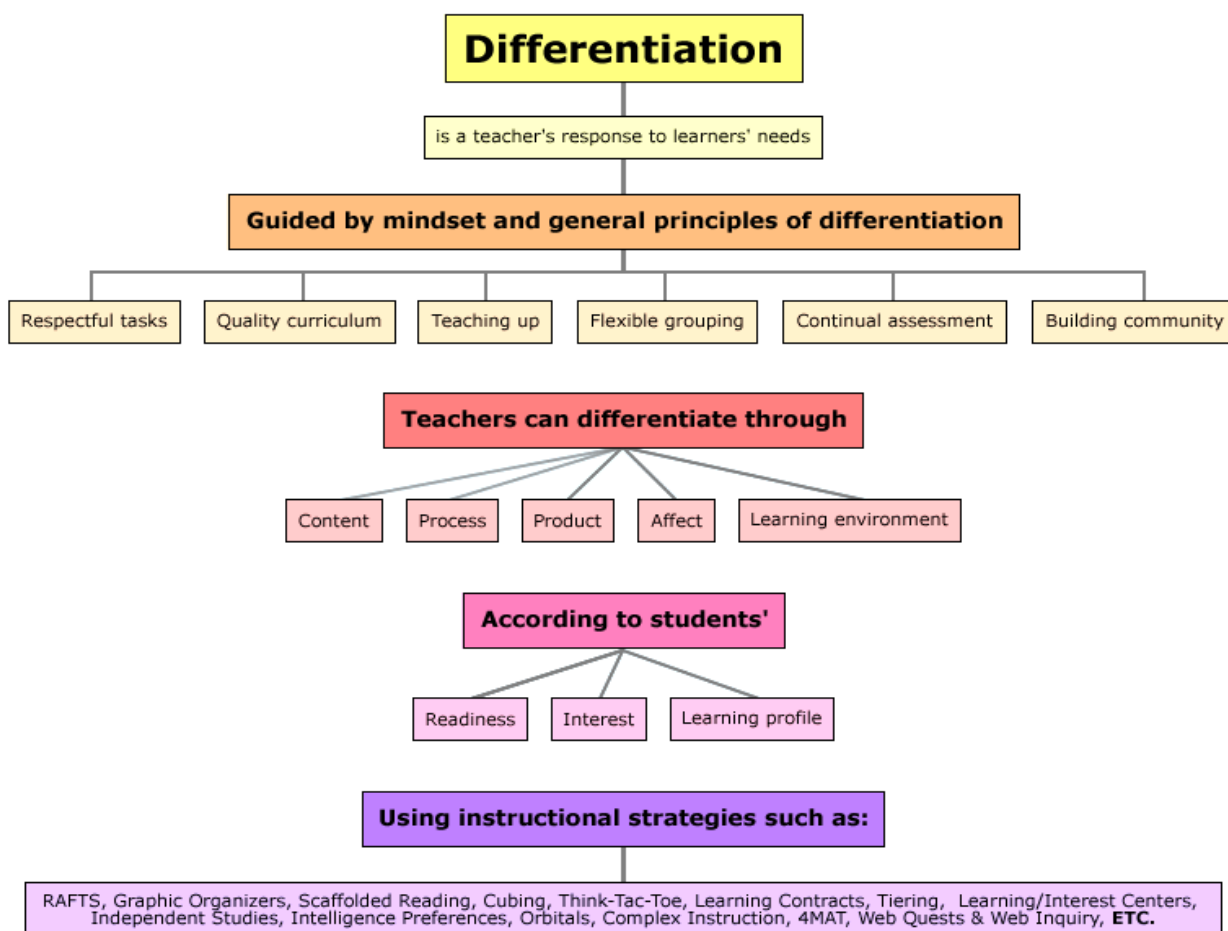
information chunking, visual aids, templates, and graphic organizers are utilized for effective scaffolding.

Extending Learning Environments: Cultivating social and emotional conditions that foster learning, celebrating diversity, and creating inclusive environments that welcome and embrace differences.

Affirming Identity and Self-Esteem: Recognizing that students with a positive identity are more inclined to take necessary risks for successful learning. Ensuring visibility and value for all students within the learning community.

Model of differentiation

Differentiation, according to Carol Ann Tomlinson, is the response from a teacher to meet the students' needs. It is a mindset of hope, fluidity and high expectations. It involves knowing the students thoroughly, creating safe environments for everyone, using formative assessment effectively, planning creatively, being responsive when teaching, and providing clear and achievable feedback. (Tomlinson, 2010)



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Identifying barriers to learning

In accordance with the Access and Inclusion IB Policy Guide 2023, the process of identifying barriers to learning is essential in cultivating an inclusive educational environment. Barriers encompass various obstacles that may hinder a student's full participation or effective engagement in learning, teaching, and assessment. While learners may encounter transient barriers disrupting their learning temporarily, such as emotional disruptions or short-term medical issues, a deeper consideration for access and inclusion arises when persistent challenges, like reading difficulties, hearing impairments, or mental health concerns, are observed. Chronic medical conditions, lasting over 12 weeks, often necessitate access arrangements to support learning, teaching, and assessment. These arrangements aim to alleviate or eliminate barriers affecting a student's educational journey.

It's important to note primary and secondary barriers and their associated sub-areas, as outlined in the ([Access and Inclusion Policy Guide, 2023](#)). While this list isn't exhaustive, it provides a framework for understanding potential barriers, yet schools may communicate additional barriers to the IB for requests concerning access arrangements.

Primary or secondary barrier	Sub-area
Additional language (first or best language is not the language of instruction)	English /French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)
Cultural variations	New or unfamiliar environmental contexts
	Socio-communication
Hearing	Mild or moderate hearing loss
	Severe or profound hearing loss
Intellectual exceptionalities	Cognitive delays
	Gifted and talented
Movement and coordination	Fine motor
	Neurological (cerebral palsy)
	Oral/verbal
	Physical/spatial
Medical	Asthma
	Cancer
	Crohn's disease/irritable bowel syndrome (IBS)
	Diabetes

	Epilepsy
	Muscular dystrophy
	Rheumatism
Mental health	Anxiety
	Depression
	Eating disorder
	Obsessive compulsive disorder
	Post-traumatic stress
Numeracy	Mathematical anxiety
	Numerical operations/Mathematical fluency
Processing	Attention and executive processing
	Auditory processing
	Information processing
	Language processing
	Long-term retrieval
	Scotopic sensitivity (Irlen syndrome)
	Short-term memory
	Visual–motor
	Visual–spatial
	Working memory
Reading	Reading comprehension
	Reading fluency
Seeing	Blindness (total)
	Colour blindness
	Low or partial vision
	Nystagmus
Social–emotional	Emotional disturbances (depressive, stress, etc.)
	Gender identity related

	Neurodevelopmental (autism, Asperger's, etc.)
	Sexuality related
	Withdrawal/isolation
Speech and language	Expressive language
	Receptive language
	Stammer/stutter
Writing	Handwriting/typing speed
	Spelling
	Written expression/fluency

Observation and Referral

To minimize or remove obstacles to learning, the first step in creating access arrangements is identifying these barriers. This involves observing the student in class, gathering insights from past educators, parents, or the student themselves about previously recognized challenges, and collecting anecdotal information from parents regarding current observations at home. Professional input from psychologists and doctors also plays a crucial role in identifying these barriers.

When teachers suspect a student needs extra support, they begin by submitting a detailed referral form to the PL department for further evaluation. The PL department then reviews these forms to decide if additional action is necessary. Once identified, students undergo a comprehensive assessment to understand not just their areas of need but also their strengths and preferred learning styles. This assessment includes formal testing as well as valuable informal assessments like observation and criterion-referenced testing.

Individualized Educational Plan (IEP)

After assessing a child's needs, an IEP should be created which includes background history, strengths, barriers to learning/areas of need, targets and strategies and a timeframe for review. This IEP should be communicated as appropriate to all relevant staff and family. Targets and strategies should be focused on the child's learning needs. The length of time each child will need in the PL department will vary. Once it is determined that a child no longer needs direct support from the PL department, the department should continue to monitor the child's learning experience for a period of time.

Referral for External Assessment

After the initial observation phase, a meeting convenes with teachers, the inclusion department, and parents to discuss feedback on the action plan's implementation. If the student demonstrates improvement, the teachers maintain the accommodations in class and periodically reassess them throughout the year. However, if there's no noticeable progress, the student will be directed to undergo a specialized assessment by a professional with expertise in the area.

Inclusive Access Arrangements

Once the need for added support is identified, inclusive access arrangements are promptly instituted, spanning the entirety of the learning process, encompassing both formative and summative assessments as advised by the inclusion department and professional report(s). These arrangements undergo continual monitoring, assessment, and periodic review by the school to ensure the sustained provision of optimal support. Given the potential for evolving circumstances or changing conditions that may impact access requirements positively or negatively, these reviews are crucial in maintaining fairness, equal access to learning, and teaching while upholding the validity and significance of assessments.

Application for IB Assessment Access Arrangements

Access arrangements may be granted in specific circumstances where their implementation can eliminate or diminish barriers for students, ensuring fairness without providing an undue advantage. Some arrangements necessitate approval from the IB and should adhere to acceptable practices within the assessment context. These requests must be submitted before the stipulated deadline outlined in the assessment procedures for the relevant programme(s). All access arrangements for IB assessments must align with the IB's access and inclusion policy while meeting the established eligibility criteria. In unforeseen and exceptional cases, the IB may authorize inclusive access arrangements outside the typical process to support students in the final six months leading up to official IB examinations. The coordinator submits applications for inclusive access arrangements on behalf of the student.

Supporting Documentation

The application for support must comprise two types of supporting documentation: an official psychological/medical report prepared by licensed, qualified professionals and educational evidence provided by the coordinator or subject teacher(s) to substantiate the need for inclusive access arrangements.

Educational Evidence from the School can take various forms.

- A letter or observational report from the candidate's subject teacher(s) highlighting any noticeable challenges observed in the classroom.
- A concise summary detailing the arrangements provided to the candidate for accessing learning and assessment.
- An Individualized Educational Plan (IEP) if available.
- A sample of the candidate's work completed under timed conditions without the specific assessment arrangements being requested.

Psychological/psycho-educational/medical report must have been undertaken no earlier than the previous academic year, from a psychological or medical service. The reports must comply with the following guidelines:

- Be legible, on paper with a letterhead, signed and dated.

- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate.
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification.
- be consistent with the request for assessment arrangements.
- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed); report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

List of inclusive access arrangements in MYP and DP

Access arrangements in the International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (DP) prioritize the identification and implementation of modifications aimed at breaking down barriers hindering student progress. Each student's unique needs necessitate individual consideration when devising these arrangements. This section outlines the diverse flexibilities and corresponding access arrangements available for learning, teaching, and assessment. While the section includes tables outlining standard access arrangements for IB assessments, it doesn't encompass the entirety of potential adaptations for mitigating barriers within IB education. Nonetheless, it serves as a valuable reference for IB World Schools, guiding them in supporting students and cultivating innovative strategies to eliminate or mitigate barriers during the learning and teaching process. Additionally, this segment provides guidance on adhering to specified rules and fostering good practices within educational institutions. ([Access and Inclusion Policy Guide, 2023](#)).

Flexibility in duration

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	Learning and teaching IB assessments	MYP DP	Yes Not available for listening comprehension examinations	<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)

				<ul style="list-style-type: none"> • 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	<p>Yes</p> <ul style="list-style-type: none"> • Only applicable for written examinations • Available for listening comprehension examinations for producing written responses but only if there is no request for additional time for listening • Not available for studies in language and literature and language acquisition examinations for additional language learners 	<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

				<ul style="list-style-type: none"> • A language test composite standard score in reading and writing, listening and speaking that is below competency level
Additional time (50%)		MYP DP	<p>Yes</p> <ul style="list-style-type: none"> • Only applicable for written examinations • Not applicable for additional language learners • Available for listening comprehension examinations for producing written responses 	<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) • 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%)	Learning and teaching IB assessments	MYP DP	<p>Yes</p> <ul style="list-style-type: none"> • Available for oral examinations, including in the core subjects • Is applicable to both preparation 	<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

			and delivery of the oral examination, so the additional time could be split between the two	<ul style="list-style-type: none"> • 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.)
Additional time for mathematics—applicable to mathematics and subjects that require mathematical calculations (25%)	Learning and teaching IB assessments	DP	<p>Yes</p> <ul style="list-style-type: none"> • Only applicable to students with challenges in mathematical operations • Not applicable to students who require additional time for all subjects 	A standard score of 90 or less in a test of mathematical fluency
Additional time for listening in listening comprehension (25%)	Learning and teaching IB assessments	MYP DP	Yes	A mild or moderate hearing condition or auditory processing disorder due to which the student would require additional time for listening and there is no other request for additional time
Rest breaks	Learning and teaching IB assessments	MYP DP	No	A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required
Deferral	IB assessments	MYP DP	Yes	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
Extensions to IB submission deadlines	IB assessments	MYP DP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement

Additional retakes (exceptional—provided on a case-by-case basis)	IB assessments	MYP DP	Yes	<ul style="list-style-type: none"> • A severe physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement • Access arrangements have been in place for the first three examination sessions
Extensions to homework and assignment deadlines	Learning and teaching	Not applicable for IB assessments		

Flexibility in presentation of material and resources/ reception of content

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Modified paper-based Examinations (see full list of modifications)	Learning and teaching IB assessments	DP	Yes	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
Modified on-screen examinations (see full list of modifications)	Learning and teaching IB assessments	MYP	Yes	
Vision aids and devices	Learning and teaching IB assessments	MYP DP	No	
Hearing aids and devices (without Bluetooth)	Learning and teaching IB assessments	MYP DP	No	
Memory devices, organizers, written list of instructions and other visual aids	Learning and teaching IB assessments	MYP DP	Not applicable	
Sign language interpreter	Learning and teaching IB assessments	MYP DP	No	
Text of audio content (not applicable to listening)	Learning and teaching IB assessments	MYP DP	Yes	

comprehension)				
Image descriptions or other adaptations to questions (for total or severe visual impairment)	Learning and teaching IB assessments	MYP DP	Yes	
Adaptation to questions due to colour blindness	Learning and teaching IB assessments	MYP DP	Yes	
Designated person for colour naming (for colour blindness)	Learning and teaching IB assessments	MYP DP	No	
Reader	Learning and teaching IB assessments	MYP DP	Yes Available for listening comprehension examinations	• A standard score on a psychological test of 90 or less in reading speed/accuracy/comprehension
Reading software	Learning and teaching IB assessments	DP	Yes	• A standard score on a language test in reading that is below competent
Reading pen	Learning and teaching IB assessments	DP	Yes	• A medical, physical or sensory condition due to which a student either cannot read/has difficulty in reading
Script reader (for lip reading) For listening comprehension examination in the DP	Learning and teaching IB assessments	DP	Yes	A mild or moderate hearing condition that requires the student to lip read
Audio recordings of texts and lessons	Learning and teaching	Not applicable for IB assessments		

Flexibility in response

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Word processor	Learning and teaching IB assessments	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	Learning and teaching IB assessments	MYP (for the eAssessment, the scribe will type for the student) 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 • Handwriting that is largely illegible to someone who is not familiar with it • A medical, physical or sensory condition
Speech recognition software	Learning and teaching IB assessments	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 • Handwriting that is largely illegible to someone who is not

				familiar with it • A medical, physical or sensory condition
Graphic organizer	Learning and teaching IB assessments	MYP DP	Yes	•A standard score of 90 or less in written expression/information processing/working memory • A medical, physical or sensory condition
Four-function calculator	Learning and teaching IB assessments	DP	Yes	A standard score of 90 or less in mathematical fluency
Text to speech	Learning and teaching	MYP DP	Yes	A challenge with speech that requires the student to use this assistive technology for the oral component of the course
	IB assessments	DP		
Transcriptions	Learning and teaching IB assessments	DP	Yes	A physical, psychological/medical or sensory condition due to which a student requires this access arrangement
Verbatim transcript of student responses in oral examinations (speech)	Learning and teaching IB assessments	MYP DP	Although authorization is not required, the school must inform the IB in case this arrangement is implemented.	A physical, psychological/medical or sensory condition due to which a student requires this access arrangement
Talking calculator	Learning and teaching IB assessments	MYP DP	Yes	A medical, physical or sensory condition that causes difficulties in accessing standard calculators
Audio recording of responses	Learning and teaching	Not applicable for IB assessments		

Use of human assistance

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Care assistant	Learning and teaching IB assessments	MYP DP	No	A sensory or medical challenge or any other difficulty that requires a care assistant
Practical assistant	Learning and teaching IB assessments	MYP DP	No	A physical, sensory, psychological/medical challenge or any other difficulty that requires a practical assistant
Spelling assistant	IB assessments	MYP	Yes	Difficulty in spelling due to learning, psychological or other difficulties
Prompter	Learning and teaching IB assessments	MYP DP	No	A physical, sensory, psychological/medical challenge or any other difficulty that requires a prompter
Communicator (to clarify instructions or directions)	Learning and teaching IB assessments	MYP DP	No	A sensory or medical challenge or any other difficulty that requires a communicator
Designated person for colour naming	Learning and teaching IB assessments	MYP DP	No	Colour blindness
Designated person reading aloud, or oral language modifications	Learning and teaching	Not applicable for IB assessments		
Sign language interpreter	Learning and teaching	Not applicable for IB assessments		

Flexibility in equipment, setting or location

Access arrangement	When will it be applied?	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Separate room (within the school) for class tests and IB examinations	Learning and teaching IB assessments	MYP DP	No	A physical, sensory, psychological/medical challenge or any difficulty due to which this arrangement is required
Specific seating location	Learning and teaching IB assessments	MYP DP	No	
Special lighting	Learning and teaching IB assessments	MYP DP	No	
Alternative venue (away from school) for IB examinations	IB assessments	MYP DP	Yes	
Noise-cancelling headphones	Learning and teaching IB assessments	MYP DP	No	
Adapted desk or seat	Learning and teaching IB assessments	MYP DP	No	
Medical aids and equipment	Learning and teaching IB assessments	MYP DP	No	
Small-group setting	Learning and teaching	Not applicable for IB assessments		

Communication of the Access and Inclusion Policy

The Access and Inclusion Policy at St. Nicholas School Alphaville is actively disseminated across the school community through various channels, ensuring widespread understanding and adherence. It is communicated during staff meetings, grade-level gatherings, and via the school's parent communication platform, iScool. Additionally, the policy is prominently featured on the school's website and is a focal point during orientation sessions for new staff members.

Outlined below are the strategies employed to effectively communicate and implement the Access and Inclusion Policy:

- **Website Integration:** The policy is prominently displayed on the school's website, offering easy access for parents, students, and faculty.
- **Parent-Teacher Engagement:** During meetings, the policy is discussed openly, addressing queries and concerns from parents and caregivers.
- **Orientation Programs:** Special sessions at the start of each academic year or for new students emphasize the policy's significance within the IB PYP, MYP, and DP frameworks.
- **Newsletters:** Send newsletters and emails summarize key aspects, objectives, and integration of the policy across IB programmes.
- **Student-Centred Approach:** Tailored assemblies engage students with the policy through interactive activities, discussions, or videos.
- **Multilingual Materials:** Visual brochures and posters in multiple languages offer concise policy summaries displayed prominently throughout the school.
- **Professional Development:** Workshops for faculty ensure comprehensive understanding and effective policy implementation.
- **Parent Workshops:** Specific workshops help parents understand the practical implications and support their children's assessment journey at home.
- **Collaboration with Parent Associations:** Engage associations to encourage active participation and discussion on the policy within the parent community.
- **School-wide Communication:** Comprehensive meetings ensure all staff, including support members, are well-versed in the policy's content.
- **Utilizing Multilingual Staff:** Proficient staff assist in communicating the policy across diverse language communities within the school.

By employing a diverse range of communication methods and engaging all stakeholders, the St. Nicholas School Alphaville community aims to foster a unified understanding and commitment to the Access and Inclusion Policy. This approach creates a supportive and inclusive environment conducive to effective assessment practices for all community members.

Policy Review Process

This policy will undergo regular and official reviews, following the school's established policy review cycle, with a frequency of once every two years. The next scheduled review is set for 2025 and will involve key stakeholders to ensure comprehensive feedback and input. The review committee will consist of the following participants:

- **Senior Leadership Team:** Including all programme coordinators to assess the policy's alignment with the school's overall vision and objectives.
- **Representatives for the School's Teachers:** To provide insights from the educators' perspective and assess the policy's practicality and effectiveness in assessment-related matters.
- **Student Representatives:** To offer the student body's viewpoint, ensuring the policy remains relevant and considerate of their needs and experiences.
- **Parent Representatives:** To represent the parent community and provide valuable feedback on how the policy impacts students' education and well-being.

Links to other policies

St Nicholas School Alphaville Language and Literacy Policy

St Nicholas School Alphaville Admissions Policy

St Nicholas School Alphaville Assessment Policy

St. Nicholas School Alphaville Academic Integrity Policy

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