



# «XXI Century Integration» International Secondary School



МЕЖДУНАРОДНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА  
**ИНТЕГРАЦИЯ XXI ВЕК**

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IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB



**Inclusion Policy**  
(Revised in June, 2024)

## Gifted Children

The processes of globalization and integration in our society at an international level have identified a need for self-motivated people, who are able to manage their activities and behaviour independently, together take care of the planet, and help create a better and more peaceful society.

One of the major problems of modern education is the teaching and personal development of highly gifted children. The principles of the IB provide opportunities to address this problem. The IB program aims to create the necessary conditions for the development of intellectual and creative abilities of each child, the need for his/her continuing self-education, and the emphasis on culture, health, and ability to adapt to the international environment.

### The concept of talent

When we talk about “gifted” children, we understand this adjective to denote a quality of the psyche that develops over the course of a person’s life, which allows them to reach higher results in one or more activities, as compared with the results achievable by others.

A gifted child is a child who stands out because of his prominent and obvious, sometimes outstanding achievements (or has an innate propensity for such achievements) in one or other form of activity ("The working concept of giftedness," 1998).

The school is currently implementing the three IB programmes (PYP, MYP and DP) which bring together students from kindergarten to 11<sup>th</sup> grade.

At the heart of approaches to teaching the IB programmes bases on the following concepts:

- holistic study
- openness to other cultures
- communication.

To realize the integrity of the study developed a mechanism that is a unique feature of this program - the interaction region:

- approaches to teaching;
- community service;
- Health and social education;
- environment;  
human activities.

The IBO programme highlighted the principles of organization of differentiated instruction to encourage:

- difference and diversity
- availability of training programmes
- creation of conditions beneficial to the promotion of students with special needs.

*When the School applied for IB MYP (approved in 2003), DP (approved in 2006) and PYP*

*(approved in 2013) the SEN was revised and adapted. Since that time it has been revised by Principal, Vice-Principal, IB coordinators, psychologist and Heads of departments every school year according to the requirements of IB.*

In determining the school's policy on gifted children, we have adhered to the fundamental provisions of the IB and the national approach that every child is gifted. Implementation of the IB programmes coincides with an age which is critical for the personal, intellectual and social development of students. In this regard, the main feature of the school's SEN policy is to support students in understanding themselves, their place in the social environment and the world, recognizing their uniqueness.

### **Principles of SEN policy:**

- assessment of prior knowledge
- medical and psycho-pedagogical support in learning
- distribution of instruction methods
- development of identity and self-esteem
- diversity of opportunities
- increase in the share and significance of the variable component of the individual educational plan
- individualization and differentiation
- freedom of choice in specialized courses

### **Stages of the introduction of the school's SEN-policy:**

1. Definition of school policy in relation to gifted students (inclusion).
2. Differentiation.
3. Evaluation.
4. Expected results.

Let us consider each step:

#### **Definition of the school policy in relation to gifted students.**

**Objective: to ensure the interests of all students are met.**

The school community actively seeks to remove barriers to learning for all students.

#### **Differentiation**

**Objective - to develop the potential of each student.**

**Differentiation** - the process of identifying the most effective strategies for each student to achieve the agreed goals.

The model of intellectual styles enhances the understanding of the fact that having the ability to do things differently requires the ability to think differently.

The predominant style of thinking and action must be regarded as the optimal action that should be repeated in training the student.

### **Types of differentiation:**

- individual style of learning
- support for students in their learning
- specifics of the individual curriculum.

### **Evaluation**

Assessment demonstrates respect for the independence of the student, and becomes a safeguard of his education.

There is a variety of assessments.

Equality through the evaluation of differentiated individualization.

Elements of social interaction and personal growth form part of the evaluation process.

### **Expected Results**

- Improving the quality of the basic and variable blocks.
- Creating an atmosphere of creativity and positive work and their importance in human life.
- Expansion of technology, forms and methods of instruction for the discovery and development of each student's abilities.
- Publication of students' project work.
- Professional development of teachers.

The School's SEN policy in relation to talent combines basic blocks and variable education in the Psychology and Pedagogical unit for a guaranteed opportunity to develop the skills and personality of students.

A basic framework plan provides their full secondary education and, if necessary, a relatively painless transfer of students to another school. There is further a possibility of delivery of individual course items or entire annual external courses at all levels of learning.

The variable part of the curriculum is represented by a system of specialized courses, which allows the school to create a psycho-pedagogical situation in which each student creates their own individual training plan and are responsible for its implementation.

### **The policy is carried out in three areas:**

- 2) work with the student /students;
- 3) work with parents;
- 4) work with teaching staff.

Each of these directions is realized annually.

### **The IB teacher needs to know:**

- factors affecting student learning
- how to differentiate between the needs of students and teaching approaches to select the

- appropriate SEN policy
- technologies to help achieve desired results.

### **Forms of work with students:**

- work on individual education plans and individual education programmes
- training in multi-level and sibling groups
- creation of classes with advanced study of a particular subject
- organization of special courses of choice
- project activities (personal project, group project)
- organization of profile shifts in the school's summer camp
- festivals
- competitions at various levels
- organization of interdisciplinary lessons
- organization of outreach lessons in museums
- organization of subject exhibitions and fairs
- trips to ecological camp.

### **Logistical and information support available:**

- class size limited to 15 people
- specialized classrooms, including the opportunity to deal with languages in small groups and individually
- laboratory facilities
- architecture and Art Studio
- ensuring compliance with appropriate standards in classrooms
- ensuring quality library resources: books, periodicals, methodical, scientific and artistic literature, CD - and DVD-library, subscriptions
- availability of the Internet and relevant computer software
- multimedia equipped classrooms
- ensuring the effectiveness of the teaching process through necessary equipment and materials
- sports hall, sports ground, including opportunities to engage in diverse sports tennis, swimming, skating, soccer, etc.
- dance, music, and concert hall.

## **Students with Disabilities, HIA**

The organization of common education of children with health impact assessment and disabilities and their normally developing peers within the school remains a difficult matter for educational organizations in Russia. Ministry of Education of Russia issued a document "Priority directions for the development of education for students with disabilities and special educational needs disabilities

by 2030”<sup>1</sup> (30.12.2022). Ministry of Education refers to students with hearing, vision, speech, musculoskeletal disorders, intellectual disabilities, mental retardation and other psychophysical development disorders that determine their special educational needs and the need to create special conditions for obtaining high-quality affordable education (from preschool to professional).

Ministry of Education explains the meaning of the special conditions for education by students with disabilities and special educational needs:

1) the conditions of training, education and development, ensuring the adaptation of the content of education and including the use of adapted educational programs and methods of training and education;

2) conducting group and individual remedial classes;

3) provision with special textbooks, teaching aids and didactic materials, special technical teaching aids for collective and individual use;

4) ensuring the provision of the services of an assistant (assistant) providing the necessary technical assistance, the services of a tutor, a sign language interpreter and a typhlo sign language interpreter;

5) providing access to the buildings of organizations engaged in educational activities, and other conditions, without which the development of educational programs by students with disabilities is impossible or difficult<sup>2</sup>.

XXI Century Integration believes that children with special educational needs need to enrich their experience of social and academic interaction with their peers. Each child must find a model of integrated education which is accessible and useful for his/her development while maintaining access to the necessary specialized psychological and educational assistance. The opportunity to participate in school activities on a par with their peers is a positive factor in the integration of children with HIA.

Today IB schools are ready to integrate children with disabilities into the community. This commitment has, above all, a psychological, moral and ethical basis, due to the fundamental provisions of the IB in its focus on personality, tolerance, caring, and empathy – as well as the method of differentiated instruction. The result will be an increasingly successful integration of people living with the HIA from early childhood in the younger generations, for whom equalities of opportunities will form part of their world view.

### **The concept of integrated education**

In determining the school’s SEN policy for children with the HIA, we adhere to the ideas and achievements of the national programme, IB and specialists psychological and pedagogical theory

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<sup>1</sup> <https://legalacts.ru/doc/prioritetnye-napравlenija-razvitija-obrazovanija-obuchaiushchikhsja-s-invalidnostiu-s-ogranichennymi/>

<sup>2</sup> Ibid.

and practice. Integrated education is an entire multi-faced, multi-level system, affecting different aspects not only of education but of society as a whole. The concept of „integration” is defined as a process of inclusion of persons with disabilities into all spheres of public life as equal members in the development of science, culture, economics, and education.

### **Colour model of integration**

- Real-time full integration: this is teaching a child with a specific disorder in development on a par with normally developing children in some classrooms. This is effective for children with mental and physical levels of function and speech development approaching the age norm, who are psychologically ready for joint training with healthy peers.
- Permanent partial integration is useful to those who are able to study with normally developing peers to master only a small part of the necessary skills and to conduct only a part of the educational and extracurricular activities with them. The purpose of such integration is to enhance the interaction of children with HIA with their normally developing peers.
- Temporary partial integration where children with HIA are combined with normally developing peers at least twice a month to conduct joint activities. The purpose behind this integration is to create conditions for the acquisition of experience with normally developing peers.
- “Episodic” focuses on appropriate integration through special school facilities. The aim of episodic integration is to target organization and provide at least a minimum of social interaction of children with severe developmental disabilities with their peers in order to overcome limitations in communication.

### **SEN policy priorities for children with HIA**

- professional development of teachers
- interaction with the resources of scientific and methodological centers for the exchange of experiences and advice from experts
- creation of logistics:
  - special technical equipment and rehabilitation facilities as needed
  - access to such equipment and equipment of the school itself
- Currently, for children with HIA, we can perform the following models of integration:
  - permanent full integration
  - permanent partial integration
  - temporary and partial integration
  - “episodic” integration

### **Stages of the school’s SEN policy**

1. Detection
  - medical and psychological diagnostics
2. Development of special programmes

- individual curriculum
  - support (monitoring, consulting)
3. Determining appropriate types of support.
  4. Promotion of students
    - creating a portfolio

### **Psychological service**

Psychological service plays a crucial role in implementing SEN policy at XXI Century Integration. Psychological service operates in both campuses (PYP and MYP, DP) on the regular basis and communicates with administration, teachers, parents and students.

It also performs number of psychodiagnostics:

- Monitoring the process of adaptation of students
- The study of the level of motivation for learning, the study of attitudes towards school
- Determining the level of mental development
- Diagnosis of primary professional preferences of students
- Conducting socio-psychological testing to identify illegal consumption of narcotic drugs and psychotropic substances
- Etc.

Psychologist, a tutor of the class where a student with SEN studies (and Head of Studies if necessary) observe lessons and extra-curriculum activities to ensure that both, students with SEN and their classmates feel comfortable.

Psychological service conducts many activities for the improvement of the psychological climate at XXI Century Integration:

- Psychology lessons
- Social Emotional Learning lessons
- Weeks of Tolerance
- Workshops and seminars for parents
- Workshops and seminars for teachers
- Psychological and Pedagogical Council
- Etc.

### **Cooperation with parents**

- The school closely cooperates with parents of children with special educational needs in order to successfully educate these children.
- The school provides individual counseling with school psychologists and subject teachers for parents.
- An individual development pathway is designed in cooperation of psychologists, teachers and student's parents.
- If needed parents are informed to consult specialists outside school.
- Parents have right to attend all lessons and individual classes, to take part in preparation and carrying out of outside class and school events together with a child.



## **Cooperation with School teachers**

To develop teachers' psychological and pedagogical competences, training workshops and sessions as well as psychological and pedagogical consultations are organized at School aimed at

- getting detailed information about particular forms and students to develop common strategy,
- integration of differential education of students with different ways of learning and special educational needs,
- giving medical and psychological advice,
- designing necessary intervention programmes and their implementation,
- analyzing the effectiveness of work with children with special educational needs.

## **Diploma Programme**

### **ACCESS AND INCLUSION<sup>3</sup>**

#### **Candidates who may require access arrangements**

Candidates may need access arrangements due to learning support requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before the IB examinations offered in May/November)
- additional language learning.

#### **Requesting inclusive access arrangements for examinations**

An application for inclusive access arrangements must be submitted on behalf of a candidate by the coordinator using the online request form on IBIS. Although a teacher may complete and save the online application, it is ultimately the coordinator's responsibility to submit the completed form.

All requests for inclusive access arrangements submitted by a coordinator must have the support of the head of school (all correspondence from the IB concerning candidates with access requirements will normally be addressed to the coordinator).

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<sup>3</sup> The following section is taken from the Access and Inclusion policy, IBO, 2021

If a candidate's registration has been deleted or changed after approval of inclusive access arrangements, it is the responsibility of the school to re-apply for the arrangements as the original authorization will be invalid.

Before submitting appropriate documentation to the IB, the school must obtain consent from the candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s) or legal guardian(s).

The school must also inform all individuals (who give consent for a school to submit documents to the IB) that if the candidate transfers to another school for the examinations, the online application request for inclusive access arrangements (along with the supporting documents including authorization, if applicable) will be visible to the coordinator of the new school.

Further, the school must also inform the candidate, parent(s) or legal guardian(s) that if he or she wished to withdraw the request for inclusive access arrangements before a transfer, they must inform the school of this at the time of transfer. Then, the school IB coordinator must immediately inform the IB of this request in writing.

It is the responsibility of the school to request for examination re-scheduling for the candidate where required. Information on rescheduling can be found in the *Assessment procedures* publication for each programme.

If a student has difficulties meeting any non-assessment requirements of a programme, the IB must be contacted to plan for inclusive access arrangements.

### **Administering inclusive access arrangements during examinations**

The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader). The person providing support must not be another candidate, a relative of the candidate, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB will not pay a fee or expenses to any person providing support.

The school is responsible for making all arrangements for assistive technology required for access to learning and teaching and IB examinations. The IB will not pay for the hiring or purchasing of any equipment or software.

The school is responsible for ensuring that all equipment authorized for a candidate functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).

#### *Best practice in administering access arrangements*

The candidate must be familiar with any assistive equipment and any software that is requested as an inclusive arrangement.

If any human support is required (such as access to a reader), the candidate must practise with the person acting in this capacity in advance of the examination.

#### *Deadline for submission of request for inclusive access arrangements*

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is, by 15 November for candidates registering for the May examinations session.

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application “Request for inclusive access arrangements”.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

All supporting documentation must:

- be legible, on a document with a letterhead, signed and dated
- state the title, name and professional credentials of the person(s) who has undertaken the testing
- state specifically the tests or techniques used
- be consistent with the coordinator’s request for access arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.

### **Access to modification in the presentation of the examination**

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

*Access to modified papers and examination papers in Braille*

*Changes to the print on examination papers*

Enlarged print and/or a change of font may be requested for candidates with visual challenges and other processing issues for which they require this arrangement. Standard modifications of font sizes are:

- 18 and 24 points on an A3 (29.7 × 42.0 cm) enlargement
- 16 point on an A4 (21.0 × 29.7 cm) enlargement.

*Printing on coloured paper*

The coordinator can choose the colour option in the online application. The choice of colours that the IB offers can be viewed in the appendix.

The colour paper options must be used to plan the colour of the paper needed for the student. The selected colour choices must be used for classroom work and tests. This will maintain consistency and be in line with the principle of usual way of working.

### *Access to electronic (PDF) examination*

Access to electronic version of the examination is linked to access to reading software. Candidates with reading or visual challenges who require access to reading software will need an electronic (PDF) version of the examination.

The electronic version is only available in the standard format without any modifications, even where modified papers have been authorized for a candidate.

If a candidate uses both a modified paper (enlarged paper/font) as well as the electronic (PDF) version with reading software, they must be aware that any line numbering in texts may not match.

### *Modified papers (supplementary points)*

When an examination question that requires visual processing must be adapted for a candidate with visual challenges, the IB may provide alternatives. For example, questions based on an illustration (for example, cartoons or photographs) may be presented non-visually and assess the same objectives. Some content within examinations cannot be presented non-visually without invalidating the nature and purpose of the assessment and in these instances the IB would plan the best way that would not disadvantage the candidate.

The IB cannot guarantee modified examinations if requests are submitted after the deadline.

The coordinator is obliged to inform the IB if there are any changes, including subject levels, made to course registrations after the approval and authorization of modified papers. Modified papers cannot be guaranteed if this procedure has not been followed.

The IB does not produce bespoke modified examinations for candidates who require simplified language, but instead applies universal design in the authoring of all assessments. As such, simplified language and visuals are considered during the design and development of the test questions. Any requests for language simplification or reduction of visual complexity that is made to the IB will only result in additional scrutiny into the language and/or visual complexity of the standard paper.

The IB does not normally produce 3D models of images, graphs and other visuals for an examination. Specific requests for 3D models can be made to the IB and may be granted upon examination of the candidate's requirement and the context of the test question.

An authorization for modified papers does not include modified versions of multiple-choice answer sheets, graph papers or answer booklets/sheets. Additional requests for standard enlargements/coloured paper of the above can be submitted to the IB and may be approved.

The IB does not accept requests for modified versions of booklets, case studies and other materials used in examinations. Schools may produce enlarged, Braille or colour versions of these materials. No other modification is permitted.

Candidates who, upon request, are authorized answer booklets in dark blue paper must use black ink when writing their answers.

Specimen modified papers from previous sessions can be requested on loan from the IB. This does not include examinations printed on coloured paper and electronic versions.

### **Access to additional time**

Additional time must be planned for learning and teaching based on this policy and in conjunction with teacher observations of the student during classwork.

Additional time for IB assessments will be authorized on the basis of the eligibility criteria stated in this policy. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges, to 25% additional time (15 minutes for each hour of the examination) which is the standard applicable to most candidates. 50% additional time (30 minutes for each hour of the examination) may be appropriate for candidates with more severe challenges. In exceptional cases, or for candidates with visual challenges working with Braille who have a requirement for substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB. For periods of less than one hour the additional time should be given on a pro rata basis.

Where required and eligible, additional time may be applied for candidate work that is internally assessed.

Additional time covered in this section does not apply to additional language learners. For additional language learners, refer to the section 5.

For all written/on-screen examinations, additional time may be considered as an access arrangement when there is a learning challenge or if there is a physical, sensory, neurological, medical or psychological challenge.

Where there is a learning challenge such as reading or writing challenges, the eligibility criteria for additional time is based on the standard scores from psychological documentation. Standard scores are required on one or more cognitive processing measures that affect speed of working (for example, working memory, processing speed, phonological or visual processing, long-term retrieval, short-term retrieval, visual/motor coordination, and so on) or reading (reading fluency and/or reading comprehension) and/or writing (writing fluency and/or written expression).

### **Access to writing**

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

In order to be eligible to use graphic organizers as an access arrangement, a candidate must show evidence of the following.

- The standard score on written expression/information processing/working memory is 90 or less.
- The candidate has difficulties in planning and organizing and has access to *graphic organizers* as a usual way of working. Education evidence must be available to confirm this.

The graphic organizer can be either paper-based or electronic.

The graphic organizer cannot contain any pre-populated words or sentences.

If an electronic graphic organizer is used, it must not have grammar check, word/sentence prediction or produce any words or sentences. The output from the graphic organizer must only contain the candidate's writing without any reorganization of sentence structure or order. No other additional word, sentence, image or material must be added to the candidate's own writing.

Paper-based organizers must be clean copies with no annotations and provided by the school at the start of the examination.

Paper-based graphic organizers should be shredded immediately after the completion of the examination.

Content that was typed into the electronic graphic organizers should be deleted immediately after the completion of the examination.

Graphic organizers can only be used for the duration of the examination. Once the candidate completes and submits the examination, content from the graphic organizer cannot be transcribed to the answer booklet or quoted to the IB as part of the response. Under no circumstances will the IB accept any content that is in the graphic organizer as part of the candidate's response.

### *Scribe*

A candidate who requires access to writing may be supported by a scribe to produce their written responses.

A scribe is only allowed to handwrite the dictated responses of the student. A scribe must not type the responses using the word processor. For this reason, a candidate may either have access to a scribe or a word processor for an examination but not both.

In order to be eligible to use a scribe as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a free-writing speed test is below average for his or her age or the standard score on written expression/spelling/information processing/working memory is 90 or less.
- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task.
- The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

If a candidate is authorized to use a reader, scribe and/or prompter, the same person should fulfil both or all roles whenever possible.

Prior to the examination, the coordinator should provide an opportunity for the candidate and a scribe to practise working together.

The candidate must take the examination in a separate room. The dictated responses of the candidate must not be overheard by other candidates.

Because the examination is taken in a separate room, an invigilator must be present in addition to the scribe. This is to ensure the proper conduct of the examination, so that no questions arise regarding the appropriateness of the assistance.

The scribe must:

- transcribe the candidate's responses verbatim
- provide all visual responses exactly according to the instructions of the candidate
- 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.

The scribe may:

- read back answers at the request of the candidate
- alter or delete answers at the request of the candidate.

The scribe must be familiar with the terminology used in the subject but, whenever possible, should not be the candidate's own teacher for the subject being examined.

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

The scribe must not act as a prompt, unless there has been a prior decision by the school to use a prompter as an access arrangement for the candidate. In such circumstances, the scribe must be aware of the rules governing the use of a prompter. In all other situations, if the candidate is not focused on the examination, no action should be taken by the scribe, unless the candidate is ill or distressed and then the invigilator should be notified.

### *Word processor*

In order to be eligible to use a word processor as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a free-writing speed test is below average for his or her age.
- The standard score on written expression/spelling/information processing/working memory is 90 or less.
- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing or writing for long periods of time as demanded by the assessment task.
- The candidate's handwriting is largely illegible to someone who is not familiar with it, which may be caused by underlying mild processing or coordination challenges. In such circumstances, a letter from the learning support/inclusion coordinator or specialist teacher will be acceptable in lieu of a medical or psychological report. A sample of the candidate's writing in classroom writing task or an earlier test may be submitted as educational evidence.

In addition to one of the above, it is necessary that the use of a word processor must be the candidate's usual way of working in class.

#### *Word processor with spellchecker*

Some candidates may need a spellchecker to produce written work. For these candidates, coordinators should request for a word processor with spellchecker. The spellcheck function must only be enabled if there has been prior authorization from the IB.

In order to be eligible to use a word processor with spellchecker as an access arrangement, a candidate must show evidence of a standard score that is below 90 on spelling in a psychological test.

#### *Speech recognition software*

In order to be eligible to use speech recognition software as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a free-writing speed test is below average for his or her age and below average speed for his or her age in typing.
- The standard score on written expression/spelling/information processing/working memory is of 90 or less and below average speed for his or her age in typing.
- The candidate has a medical, physical or sensory condition that renders him or her incapable of writing/typing or writing/typing for long periods of time as demanded by the assessment task.

In addition to at least one of the above, it is mandatory that use of the requested speech recognition software is the candidate's usual way of working in classroom tasks and tests.

The IB does not provide a list of prescribed software that candidates may use. The responsibility for identifying and obtaining software rests with the teachers and coordinator.

#### *Transcriptions*

A transcript is a candidate's response to an assessment component submitted in a form other than the candidate's own handwriting. Transcription is not available to candidates with poor handwriting and no identified challenge.

To be eligible to use transcriptions as an access arrangement, a candidate must show evidence of at least one of the following.

- The candidate has a medical, physical or sensory condition that causes writing challenges such that his or her written work is largely illegible or incomprehensible to someone not familiar with it and where a candidate cannot use a computer.
- The candidate has a medical, physical or sensory condition that causes difficulties in accessing the Scantron (bubble sheets) answer sheets.

It is not necessary to transcribe the whole of a candidate's script. Only those sections or words that are extremely difficult to read need to be transcribed.



Regardless of whether a transcriber is used to transcribe the entire script, a section or just a few words, the script must state that transcription has been applied and must bear the printed name and signature of the transcriber.

The transcription must be on a piece of paper separate from the candidate's script. This also applies to examinations where candidates are to write responses on the examination paper itself.

The candidate's actual script must not be annotated, this is to avoid confusing the words of the transcriber with those of the candidate or examiner.

The transcript must be produced immediately after the examination under secure conditions—the process is strictly confidential. The candidate must not be consulted, even if some of the handwriting is illegible.

The transcript must be produced by a teacher who is familiar with the candidate's handwriting. The teacher must not be a relative of the candidate or a teacher of the subject.

The transcript must be produced verbatim, with no corrections to the candidate's spelling, grammar or content of the answer. Diagrammatic material must not be transcribed. The assessment of such material will be based on the candidate's own work.

The transcript should indicate the subject, level and paper of the examination, and the candidate's registration category and code.

The examiner will be instructed to mark the candidate's script, and only refer to the transcript if the candidate's actual work cannot be read. For this reason, the original script must be sent for marking with the transcription.

The production of a transcript must not delay the submission of other candidates' scripts to an examiner. The transcript must be included with the other scripts.

## **Access to reading**

### *Reader*

Candidates may require support to read the text in the examinations. Difficulties in reading text may arise due to learning challenges, visual processing challenges, attention challenges, visual challenges or any other medical issue that may affect vision.

To be eligible to use a reader as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has a medical, physical or sensory condition due to which he or she either cannot read or has difficulty in reading.

The role of a reader is to read the examination to a candidate and to read back the candidate's answers if requested to do so.

An examination must be read out loud without any alteration to its wording. Explaining 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; however, the reader must not interpret or explain questions on the paper.

An examination must be read aloud using an even vocal intonation and inflection, which does not divulge any cues to the candidates.

If the candidate is allowed access to any other human assistance in addition to a reader, the same person should fulfil both roles whenever possible.

The candidate's examination must be conducted in the presence of an invigilator, in addition to the reader.

The reader must be familiar with the terminology used in the subject, as any mispronunciation could be confusing or unsettling for the candidate. The reader must pronounce words clearly and should be someone whose speech is easily understood by the candidate. However, the candidate's own teacher for the subject concerned should not be appointed as the reader unless this has been authorized by the IB for an exceptional circumstance.

At the request of the candidate, the reader can slow down the speed of reading. Furthermore, all questions or parts of a question can be read more than once. Also, at the request of the candidate, words appearing in the examination can be spelled out. However, the reader must not:

- explain a question
- reword a question
- emphasize any part of the examination
- give advice on how to answer a question or which questions to answer (other than stating the relevant instructions)
- advise on when to move on to another question
- advise on the order in which questions should be answered.

With the exception of language subjects, a candidate who is not working in his or her best language may ask the reader to consult a bilingual dictionary. An entry can be read to the candidate, but no further explanation should be given.

Unless there has been a prior decision by the school to use a prompter as an access arrangement for the candidate, the reader must not prompt the candidate during the examination. In such circumstances, the reader must be made aware of the rules governing the use of a prompter. In all other situations, if time elapses during the examination when the candidate is not responding to the examination, no action should be taken by the reader, unless the candidate is ill or distressed and then the invigilator should be notified.

Some assistance may be given if the candidate is having trouble in using information that is visually enhanced or presented in a tactile format. However, this assistance must be of a descriptive nature and must be confined to providing the same information that is accessible to a sighted candidate.

Readers must be aware that for candidates who require access to reading due to severe/total vision impairment, the examination may be modified to adapt questions which require visual processing.

#### *Reading software*

Reading software must be used with a word processor and the two are linked together as inclusive access arrangements.

In order to be eligible to use reading software as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has medical, physical or sensory challenges due to which he or she cannot read or has difficulty reading text.

In addition to at least one of the above, it is mandatory that use of the requested reading software is the candidate's usual way of working in classroom tasks and tests.

#### *Examination (reading) pen*

To be eligible to use an examination (reading) pen as an access arrangement, a candidate must show evidence of at least one of the following.

- The standard score on a psychological test on reading speed/reading accuracy/reading comprehension is 90 or less.
- The candidate has medical, physical or sensory challenges due to which he or she either cannot read or has difficulty in reading.

In addition to at least one of the above, it is mandatory that use of the requested examination (reading) pens is the candidate's usual way of working in classroom tasks and tests.

Examination (reading) pens must not have data storage facility, in-built dictionary and thesaurus. Examples include C-pen examination reader and Wizcom examination pen.

### **Access to speech and communication**

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

#### *Sign language interpreters*

Authorization may be given to a candidate with hearing challenges to have access to sign language interpreters in order to receive and respond to questions that are a part of the internal or external assessment. It is mandatory that this has been the candidate's usual way of communicating in classroom tasks and tests.

However, signed responses are not permitted for any assessment task in language acquisition. Where this is required, schools must contact the IB for advice.

### *Augmentative communication device*

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

Access to augmentative communication device cannot be applied to some of the assessment criteria in language acquisition. Schools must contact the IB for further advice.

### **Access to practical assistance**

A candidate with a physical, sensory or medical challenge may require access to a practical assistant for tasks that require physical manipulation or movement.

The request for access to a practical assistant must clearly state the tasks for which the practical assistant would be required to support the candidate.

The assistant must not perform a task on behalf of the candidate in a manner that will provide an advantage in the assessment.

The assistant must carry out a task exactly as instructed by the candidate, unless there are safety considerations.

All communication must be confined to clarifying the candidate's instructions if they are not understood by the assistant. No guidance, advice or suggestions may be given to the candidate.

Whenever possible, the candidate should be left to perform the activity without assistance, but under supervision if health or safety is a consideration. The presence of an assistant/aide does not mean that the candidate should necessarily be given assistance throughout.

The practical assistant may be a teacher of the subject, but preferably not the candidate's teacher. The person must not be another candidate or a relative of the candidate.

The practical assistant will not apply to tasks where physical manipulation is the construct that is being tested, such as playing a musical instrument.

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

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

### **Access to calculators**

A standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four-function calculator (basic calculator performing only the functions of addition, subtraction,

multiplication and division) as an access arrangement in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination.

It is a breach of regulations if the candidate is found in possession of a calculator other than a four-function calculator unless specified for that particular examination.

### **Access to extensions to deadlines**

To be eligible to use extensions to deadlines as an inclusive access arrangement, a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work (or marks to the IB in the case of internally assessed work).

A request for an extension to a deadline must be received at the IB before the normal deadline. An extension to a deadline will not be authorized retrospectively.

The IB is responsible for advising an examiner that a candidate's work will arrive after the normal deadline, not the coordinator. If the candidate's work arrives after the normal deadline, there may be a delay in the issue of results.

### **Access to deferral of external assessment**

Deferral of one or more subjects to the next or future examination session may be possible for a candidate if:

- their study has been greatly affected during the programme
- deferral gives better access to the IB programme as it allows them to complete the requirements over a longer period.

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

A decision to defer can be made at the start of the programme and advice can be sought from the IB for this. However, the formal request for deferral can only be made to the IB after registration for the examination session. Candidates can be registered 20 months before the examination session after which the IB can process the request to defer one or more subjects to the next or future examination session.

The registration and subject fees for the subject(s) concerned will be carried forward and the deferred session will not count as one of the available three sessions in which the candidate must complete the IB programme.

### **Additional opportunities to retake exams**

A candidate may participate in a maximum of three examination sessions to successfully attain their IB qualification. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

### **Access to alternative venues**

Although it is more likely to be applied to emergency situations (and hence managed under adverse circumstances rather than the access and inclusion policy), alternative venues for examinations may be one of the measures used especially for a candidate with temporary medical conditions.

### **Access to reasonable adjustments**

Reasonable adjustments are changes or additional conditions to the assessment process which may not be covered in the standard list of inclusive access arrangements. They are unique to a candidate based on their requirements.

Schools must consult with the IB before planning any reasonable adjustments for a candidate.

The decision on the most appropriate reasonable adjustment will be made by the IB after engaging in discussions with the school.

The IB will only authorize reasonable adjustments where no other inclusive access arrangement can be applied to meet the purpose.

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

**The entire school community is involved with inclusive education (rather than a segregated and specialist approach covered only by the learning support team). The school uses The IB guide to inclusive education: a resource for whole school development to support it in this approach, with the aim of developing a whole school inclusive culture (Developing and aligning a school inclusion policy with the Programme standards and practices (ibo.org).**

### Resources

1. <http://ammons.dadeschools.net/2015-2016%20Inclusion-Special%20Education%20Needs%20Policy.pdf>
2. <http://imatranyhteislukio.fi/wp-content/uploads/2015/10/special-educational-needs-policy.pdf>
3. <http://www.stephenperse.com/resource.aspx?id=12911>
4. “Towards a continuum of international education”, published September 2008
5. Access and Inclusion policy, IBO, 2021. The IB guide to inclusive education.
6. Diploma Programme assessment procedures 2022, IBO, 2021.
7. Programme standards and practices (ibo.org).