

ACCESS AND INCLUSION POLICY

Revised 2019, updated 2020, updated 2023



Międzynarodowe Szkoły Paderewski w Lublinie
IB World School 001 158

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ACCESS AND INCLUSION POLICY

IN MIĘDZYNARODOWE SZKOŁY PADEREWSKI

RATIONALE

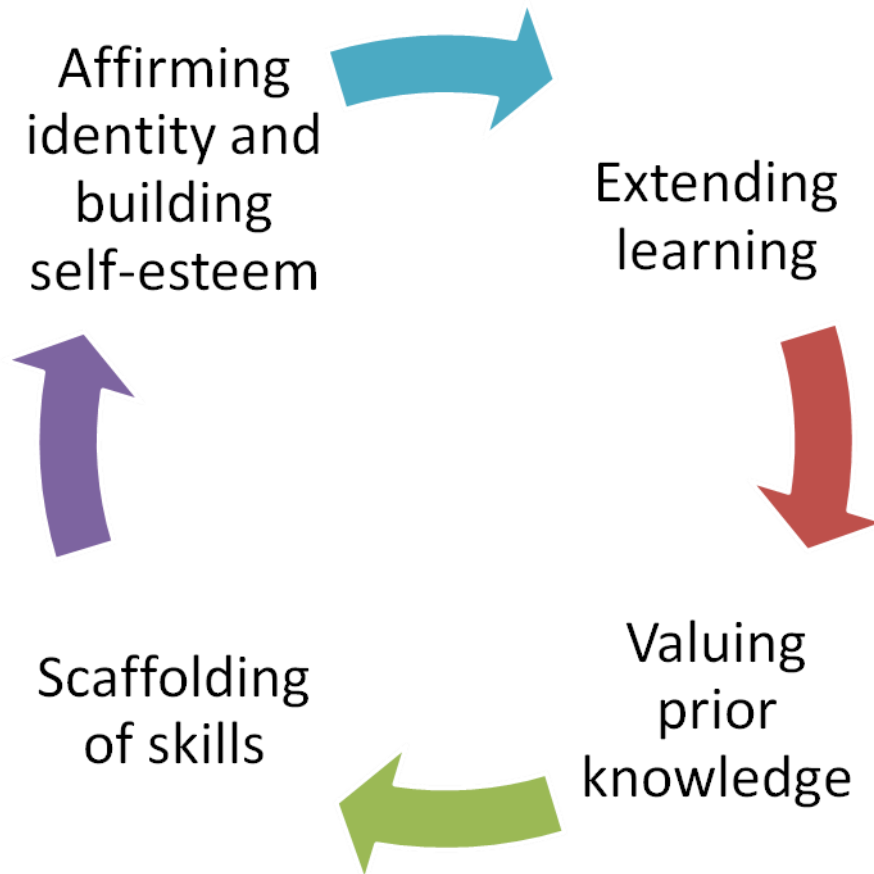
The IB Programme at Międzynarodowe Szkoły Paderewski endeavours to ensure that all students are provided the support necessary to allow them to achieve academic success and reach their full potential. This rationale is supported by the School's Statute which states that: "The main aim of all educational activities in our school is to prepare students for further education at universities, being an active participant of culture and living in open society."

This document is designed to communicate to all of our stakeholders – parents, students, teachers and administrators – the expectations for creating and maintaining an educational environment for all IB students as required by IBO and supported by Polish Educational Law. It provides clear guidelines by defining appropriate vision, goals, and practices within the IB programme at Międzynarodowe Szkoły Paderewski. This document also establishes clear responsibilities of all stakeholders.

FOUR PILLARS OF THE POLICY

Prevention and psycho-pedagogical assistance system for students with special educational needs at Międzynarodowe Szkoły Paderewski in Lublin is based on four pillars:

1. Affirming identity and building self-esteem - by creating a learning atmosphere conducive to the acceptance of different learning styles and different types of learners;
2. Valuing prior knowledge - through the use of prior knowledge to understand (and not just to memorize) new problems and incorporate techniques and strategies enabling the students to return to the skills mastered previously;
3. Scaffolding of skills - through the gradual introduction of increasingly complex types of tasks and the use of graphic organizers of knowledge;
4. Extending learning - by providing frequent opportunities for practice and integration with their own experiences.



IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have

local and global significance. **Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives--intellectual, physical, and emotional--to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

POLISH EDUCATIONAL LAW DOCUMENTS THAT ARE THE BASIS FOR THE POLICY:

1. Rozporządzenie Ministra Edukacji Narodowej z dnia 28 sierpnia 2017 r. zmieniające rozporządzenie w sprawie zasad udzielania i organizacji pomocy psychologiczno-pedagogicznej w publicznych przedszkolach, szkołach i placówkach.
2. Rozporządzenie Ministerstwa Edukacji Narodowej z dnia 3 sierpnia 2018 r. w sprawie wykazu zajęć prowadzonych bezpośrednio z uczniami lub wychowankami albo na ich rzecz przez nauczycieli poradni psychologiczno-pedagogicznych oraz nauczycieli: pedagogów, psychologów, logopedów, terapeutów pedagogicznych i doradców zawodowych.
3. Rozporządzenie Ministra Edukacji Narodowej z dnia 25 sierpnia 2017 r. zmieniające rozporządzenie w sprawie szczegółowych zasad działania publicznych poradni psychologiczno pedagogicznych, w tym publicznych poradni specjalistycznych.
4. Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpnia 2017 r. w sprawie warunków organizowania kształcenia, wychowania i opieki dla dzieci i młodzieży niepełnosprawnych, niedostosowanych społecznie i zagrożonych niedostosowaniem społecznym.
5. Rozporządzenie Ministra Edukacji Narodowej z dnia 22 lutego 2019 r. w sprawie oceniania, klasyfikowania i promowania uczniów i słuchaczy w szkołach publicznych.
6. Rozporządzenie Ministra Edukacji Narodowej z dnia 7 września 2017 r. w sprawie orzeczeń i opinii wydawanych przez zespoły orzekające działające w publicznych poradniach psychologiczno-pedagogicznych.
7. Rozporządzenie Ministra Edukacji Narodowej z dnia 23 sierpnia 2017 r. w sprawie kształcenia osób niebędących obywatelami polskimi oraz osób będących

obywatelami polskimi, które pobierały naukę w szkołach funkcjonujących w systemach oświaty innych państw.

IB DOCUMENTS THAT ARE THE BASIS FOR THE POLICY:

1. Access and inclusion policy (updated February 2022)
2. Handbook of procedures for the Diploma Programme
3. Middle Years Programme Assessment procedures 2024
4. Academic Integrity Policy

IB MYP and DP PRINCIPLES

(source: Access and inclusion policy, IBO)

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

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

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

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

1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

1.5 A subject result means the candidate has met the objectives of that subject, i.e. they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

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

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

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

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

1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of

the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

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

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

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

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

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

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

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

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

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

TERMINOLOGY

Access arrangements (also referred to as inclusive access arrangements)

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.

At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Access requirements

A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

Additional language learners

Candidates whose medium of instruction and assessment is not their first or best language.

Exceptional circumstances

Circumstances that are not commonly within the experience of other candidates with access requirements. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular access arrangement.

Invigilator

Person(s) responsible for supervising an examination. The invigilator of an IB examination may or may not be the coordinator.

Learning support requirements

Support and/or access required to enable some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.

Students with identified challenges (such as: autism/Asperger’s syndrome; learning challenges; speech, communication, physical and sensory challenges; social, emotional and behavioural difficulties; medical and mental health challenges) may have learning support requirements. Also, additional language learners may receive learning support to bridge and develop their language. However, learning support is not restricted to students with identified challenges and must be provided to any student who requires support.

Reasonable adjustments

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

Standard score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Standard scores reported in psychological tests usually have a mean of 100 and standard deviation of 15.

Technical language (cognitive academic language proficiency)

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject. Refer to *Developing academic literacy in IB programmes* (August 2014) which refers to cognitive academic language proficiency (CALP).

Temporary medical conditions

Medical conditions including debilitating injuries and mental health challenges with onset or occurrence during the course of study of the IB programme and up to three months before the IB examinations.

Additional or extra time

A specific percentage of examination time authorized to a candidate with access requirements that is more than the standard duration of time allocated to the examination in IB assessments and other tasks in classwork.

Usual way of working

The access arrangements established for a specific student during learning and teaching in school. These arrangements are put in place in response to the student's needs and are used in classroom activities, and for class tests and examinations.

The Special Education Needs that we encounter at our school are:

Specific learning difficulties - Significant issues in reading, writing, spelling or manipulating / calculating numbers associated with issues in processing symbolic language (for example: dyslexia, dyscalculia).

Developmental dyslexia - a set of specific difficulties in learning to read and write. This definition implies that these problems are present at each stage of

development and that IQ is at normal or above normal level. They never appear suddenly.

Developmental dyslexia can occur in three forms:

- dyslexia (in the narrow sense) - the specific difficulties in reading.
- dysorthographia - specific difficulties in mastering the correct spelling (including spelling errors).
- dysgraphia - difficulty in mastering the desired, readable graphical level of writing.

Dyscalculia - specific difficulties in mastering the mathematical abilities that may manifest themselves as disorders of verbal expression, writing and reading concepts and mathematical relations, understanding of mathematical ideas, relationships, necessary for the calculation in memory or making mathematical operations.

Medical conditions – serious illness or injury that requires inclusive assessment arrangements.

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

Social, emotional and behavioural issues - includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.

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

RIGHTS AND RESPONSIBILITIES

Responsibilities of the School

- The school will make sure the programme is in compliance with national and local laws regarding students with special educational needs.
- The school will meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements.
- The school will raise staff's awareness of the needs of the students with special needs.
- The school will provide resources for the implementation and continuation of the Access and Inclusion Policy.

Responsibilities of the IB Coordinator

- The IB Coordinator will apply to the IB for students' accommodations in assessment type and circumstances.
- The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB Coordinator will provide examination accommodations as needed and approved by the IBO.

-The IB Coordinator will maintain discretion and confidence in providing special education needs services.

Responsibilities of the IB Teachers

The teachers and pedagogical employees have a right to:

- apply to the school board to request a diagnosis of a student;
- access the psychological and pedagogical expertise of students;
- access students' records of work;
- consult students' difficulties and methods of work with a school psychologist.

The teacher is obliged to:

- read the expertise of the students available in the psychologist office;
- follow the recommendations made in these expertise;
- apply the rules of work with students with dyslexia stated in this document.

In addition, Language A teachers are obliged to:

- complete a relegation to the Psycho-Pedagogical Counselling and Guidance Centre for the student who was directed to be diagnosed;
- issue at least twice a year (at least once in the first semester) grades for student working on their difficulties based on the documentation submitted by the student according to the criteria developed by Language A teachers (in years 4 and 5).

Responsibilities of the IB student:

Students have the right to:

diagnosis (initial in-school diagnosis and a proper one in the Psycho-Pedagogical Counselling and Guidance Centre),

therapy (including classes/ meetings at school),

adaptation of forms and methods of teaching to suit their needs.

Responsibilities of the parents:

- parents will play an active role in their child's education,
- parents will have the knowledge of their child's entitlement within the school policy,
- parents will communicate all the information and documentation regarding their child's learning needs to the school,
- parents will communicate with the school regarding any changes in their child's special learning needs,
- parents will make request for additional assistance for students having difficulties in a proactive manner,
- parents will provide documentation needed for IBO accommodation requests.

PREVENTION AND PSYCHO-PEDAGOGICAL ASSISTANCE SYSTEM FOR STUDENTS WITH DEVELOPMENTAL DYSLEXIA IN MIĘDZYNARODOWE SZKOŁY PADEREWSKI

Objectives:

1. creating the possibility of exercising of rights by students with developmental dyslexia;
2. directing students with predicted special educational needs to psychological-pedagogical centres for diagnosis

3. giving educational assistance to all students with dyslexia: each subject teacher has access to the diagnosis and all recommendations for those students in the electronic register ;
4. linking the diagnosis of dyslexia with the obligation to attend additional therapeutic lessons in school and work at home.
5. involvement of parents of students with dyslexia in the process of assistance and therapy;
6. coordination and cooperation between schools and the Psycho-Pedagogical Counselling and Guidance Centre.

SCHEME OF WORK:

1. appointing the Coordinator of the Prevention And Psycho-Pedagogical Assistance System for Students with Dyslexia, who would:
 - a. coordinate screening tests within the school and coordinate relegations of students with suspected dyslexia to the Psycho-Pedagogical Counselling and Guidance Centre ;
 - b. coordinate the psycho-pedagogical assistance (including therapy) for students with dyslexia in school;
 - c. diagnose the level of support for students with dyslexia within the school;
 - d. cooperate with the Psycho-Pedagogical Counselling and Guidance Centre in order to obtain advice on difficult cases,

2. In MYP 1-3 investigation of the needs of the schools in terms of diagnosis and the psycho-pedagogical assistance, cooperation with parents and teachers, organisation of therapeutic assistance is carried out throughout the school year according to the needs of the school community and is supervised by the psychological team.

The work schedule of the Coordinator in MYP 4-5 and DP:

Task	Area of action	Deadline
Investigation of the needs of the schools in terms of diagnosis and the psycho-pedagogical assistance	Screening activities for the MYP 4 students during Language A lessons, analysis of students school results and relegation of the students with suspected dyslexia to Psycho-Pedagogical Counselling and Guidance Centre	September/October
	Deciding on special arrangement for students with confirmed dyslexia	throughout the year
	Developing the schedule of educational workshops for students with dyslexia	September/October
	Assessing students' learning styles	January/February
Cooperation with parents		
	Individual consultations for the parents	Gradually
	establish the scheme of work in school and at home	throughout the year

	Training meetings and workshops for parents to raise awareness about the problem of dyslexia	if necessary
Organisation of therapeutic assistance	Support for the form teachers and Language A teachers in coordinating the independent work of the third grade students working at home	if needed
	Individual meetings with students for MYP 4 and MYP 5	throughout the year
Cooperation with teachers	Organising training meetings and workshops for teachers	if necessary
	Individual consultations for teachers	if necessary
	Informing about new books and articles about dyslexia via email	Gradually throughout the year
Diagnosis of the level of support	Diagnosis of the level of support for students with dyslexia	January/February May/June
	Diagnosis of the students', parents' and teachers' needs in terms of knowledge about dyslexia	January/February May/June
	Evaluation of the possibilities of improving the assistance in the following year	May/June

GENERAL RECOMMENDATIONS FOR SUPPORTING THE STUDENTS WITH DEVELOPMENTAL DYSLEXIA

DURING LESSONS

1. Motivate the students to cope with their own difficulties and work actively in the classroom;
2. Allow students with dyslexia to seat in the front rows, left-handed students should be seated on the left side;
3. Ask clear questions, formulate clear instructions, break up the tasks into stages; clearly formulate expectations, make sure the student understands complex commands and tasks, in case of independent tasks control the progress and degree of understanding of the task;
4. Use diverse, engaging, multisensory educational methods, based on the awareness of learning styles of the student;
5. Avoid asking students to read a longer text without prior preparation;
6. Patiently wait for an answer, ask auxiliary questions;
7. Use interludes for pupils with attention deficit;
8. Allow the use of pens, crayons, coloured sticky notes or allow making non-linear notes (mind maps, diagrams, etc.).
9. Allow students to use the spelling dictionary if necessary;
10. Use the worksheets tailored to students' cognitive abilities (modified papers);
11. Lay out tasks in sequence from the simplest to the most difficult;

12. Allow to write in pencil or in the case of students with dysgraphia to write in capital letters or use the computer;
13. Allow handing in the homework in the form of a computer printout, especially for students with dysgraphia;
14. Write difficult terms on the blackboard;
15. Give dyslexic students the list of difficult words, terms and concepts in print (especially in the case of source texts);
16. Extend the time to prepare for the oral tasks (reading aloud, lecture, recitation);
17. Discuss more demanding material with students, break down the texts into smaller batches

DURING TESTS AND MOCKS

1. Allow extended writing time (10-25% depending on the needs) by:
 - a. using a break after lessons;
 - b. using the time after school;
 - c. using another piece of a lesson;
2. Reduce the number of tasks or examples of each type of task marking them with the letter D.
3. If necessary, use larger fonts, more "light" between lines;
4. Bold the keywords in commands, multi-step commands to divide into sub-sections;
5. Apply examples and guiding questions.
6. Appreciating students' effort rather than assessing the final result only

ASSESSMENT

1. Frequently use formative assessment;
2. Underline the importance of checking completed tasks each time (eg. "Check / Read the work before you hand it in", "The error is in this line. Try to find it and correct it");
3. Assess students based on their current capabilities, appreciate the effort put into the work, reward success;
4. Assess students work primarily based on the responses marked on the question sheets (in case of assignments with separate answer sheets)
5. Adjust assessment (with respect to IB rules) in respect of the permissible number of errors in spelling and punctuation;
6. In case of illegible work, read it together with the student;
7. Do not judge the aesthetics of the work, the graphics, charts, diagrams, etc.

Inclusive assessment arrangements for examination sessions are appointed according to IB publication "Access and inclusion policy".

PREVENTION AND PSYCHO-PEDAGOGICAL ASSISTANCE SYSTEM
FOR STUDENTS WITH MEDICAL, MENTAL HEALTH, PHYSICAL AND
SENSORY CONDITIONS, SOCIAL, EMOTIONAL AND BEHAVIOURAL
ISSUES IN MIĘDZYNARODOWE SZKOŁY PADEREWSKI

Objectives:

1. creating the possibility of exercising of rights by students with medical, mental health, physical and sensory conditions, social, emotional and behavioural issues;
2. providing appropriate counselling to students with medical, mental health, physical and sensory conditions, social, emotional and behavioural issues;
3. if necessary giving educational assistance to all students with medical, mental health, physical and sensory conditions, social, emotional and behavioural issues;
4. organising workshops for teachers to assist them in helping students with medical, mental health, physical and sensory conditions, social, emotional and behavioural issues;
5. coordination and cooperation between schools and the Psycho-Pedagogical Counselling and Guidance Centre.

General rules:

1. immediately after identifying a student with medical, mental health, physical and sensory conditions, social, emotional or behavioural issues, notify the school psychologist;
2. the school psychologist will provide assistance and counselling to students with medical, mental health, physical and sensory conditions, social, emotional or behavioural issues;
3. the school psychologist will act in cooperation with parents, doctors, therapists and other third parties responsible for the well-being of the student;
4. if necessary, the school psychologist, in cooperation with parents and IB Coordinator, will prepare detailed individualized educational plan for students with medical, mental health, physical and sensory conditions, social, emotional or behavioural issues;

5. if necessary, teachers will be informed and appropriate assistance will be provided to them;
6. if necessary, IB Coordinator will apply to the IBO for students' accommodations in assessment type and circumstances. and provide examination accommodations as needed and approved by the IBO.

IB MYP DP INCLUSIVE ASSESSMENT ARRANGEMENTS

ARRANGEMENTS NOT REQUIRING AUTHORIZATION	ARRANGEMENTS REQUIRING AUTHORIZATION
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- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate is kept under the constant supervision of an invigilator.
- The IB Coordinator will arrange for appropriate seating to meet the needs of individual candidates.
- A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate. This assistant must not be another candidate or a relative of the candidate.
- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
Instructions are strictly confined only to clarifying the directions and not the content of the questions.
- Magnifying devices or hearing aids may be used, when is needed. This also includes use of buffers such as headsets,

- If necessary modified examination papers are provided, ex. enlarged print, coloured paper, simplifications to the layout or visual complexity of an examination paper.
- Restructuring and simplification of language, and the rephrasing of questions, without alteration to the technical language or vocabulary specific to the subject or literary text can be made if necessary.
- Under two years period, candidates may be given additional time (10 – 50 %) on the basis of expertise from Psycho-pedagogical Counselling and Guidance Centre:
- A candidate may be authorized **10%** additional time if there is evidence of one of the following:
 - ✓ If the standard score is between 90 and 100 (9-10 points of the scaled score) 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

earplugs and individual workstations with acoustic screens for candidates who are hypersensitive to sound.

- For a candidate who has colour blindness names of colours can be named by invigilator.
- A candidate who is hypersensitive to sound can use earplugs. The candidate is kept under the constant supervision of an invigilator.
- A candidate is permitted rest breaks if required for medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the

on) or on an assessment of reading (reading fluency and/or reading comprehension) and/or an assessment of writing (writing fluency and/or written expression).

- ✓ If the candidate has a physical, sensory, neurological, medical or psychological challenge due to which additional time is required. Additional time would be applicable for all mild

candidate's examination. Rest breaks must be supervised. 10 minutes per hour is the general recommendation.

- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination.
- At the discretion of the IB Coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the Extended Essay, the Theory of knowledge (TOK) essay). However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers

challenges.

- A candidate may be authorized **25%** additional time if there is evidence of one of the following:
 - ✓ If the standard score is below 90 (8 points or less on a scaled score) 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 on an assessment of reading (reading fluency and/or reading comprehension) and/or an assessment of writing (writing fluency and/or written expression).
 - ✓ If the candidate has a physical, sensory, neurological, medical or psychological challenge due to which additional time is required. The standard 25% additional time would be applicable for most candidates.

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| | <ul style="list-style-type: none">■ A candidate may be authorized 50% additional time if there is evidence of one of the following:🌐 The standard score is below 75 (5 points or less on a scaled score) 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 an assessment of reading (reading fluency and/or reading comprehension) and/or an assessment of writing (writing fluency and/or written |
|--|---|

expression).

- ✓ Standard scores are below 90 (8 points or less on a scaled score) 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/ word processor or reader/screen reader.
- ✓ If the candidate has a physical, sensory, medical, neurological or psychological challenge due to which additional time is required and after it was consistently observed that the standard 225% was not sufficient for the student to access classwork.
- A candidate may be authorized 25% additional time for mathematics and subjects that require mathematics calculations if the standard score is 90 or less (8 points or less on a scaled score) in a test of mathematical fluency

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| | <ul style="list-style-type: none">• A candidate may be authorized 25% additional time for orals if the standard score is below 90 (8 points or less on a scaled score) in processing speed measures or memory that affect expressive and/or receptive speech. In addition, 25% additional time in orals may also be granted to candidates with speech and communication challenges such as stuttering and candidates with psychological challenges such as social phobia and anxiety.• Under three years period, candidates who require inclusive assessment arrangements to access writing may be authorized to use a scribe, word processor, word processor with spell |
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checker/speech recognition or reading software and transcripts on the basis of medical or psychological expertise, or letter from the learning support/inclusion coordinator.

- Under three years period, candidate who requires inclusive assessment arrangements to access reading may be authorized to use a reader or reading software or reading pen with all internal and external assessment components.
- Under three years period, candidate who requires inclusive assessment arrangements due to speech and communication difficulties may be authorised to use sign language interpreters or augmentative communication device.
- Under three years period, candidate who requires inclusive assessment arrangements due to dyscalculia simple calculators (basic calculator performing only the functions of addition, subtraction, multiplication and division) may be

	<p>authorised to be use in subject requiring mathematics calculations where a calculator is not allowed.</p> <ul style="list-style-type: none">• Under three years period, candidate with a physical, sensory or medical challenges may require access to a practical assistant for task that require physical manipulation or movement.• Under three years period, candidates with medical or psychological challenges that prevent them from completing the work in time may be given time extensions.• test results from the psychological and pedagogical counseling center cannot be older than two years at the time of registration for the exam or e-Assessment
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All of the inclusive arrangements are a subject to rules and regulations issued in IB publication „Access and inclusion policy”.