INCLUSIVE EDUCATION POLICY

The International Baccalaureate's 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right ("IBO Organization").

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Welcome note

Welcome to the 2024-2025 school year!

I hope you had a great summer. On behalf of the whole faculty and staff! We at RCS are all eager to start what was predicted to be a very fruitful year. Always keep in mind that we are making every effort to support your inherent curiosity and personal passions. We work to help you develop into future leaders who are tolerant, compassionate, contemplative, creative, and disciplined lifelong learners who contribute to the growth of your communities and serve successfully in a changing world. Being a part of a community where parents, teachers, and students value one another and work to foster relationships that foster social and academic development is a wonderful luxury. We see ourselves as a unit.

This academic year is going to be extraordinary. Fun, enthusiasm, and education will all be present at RCS. You need to understand how much we genuinely care about you. We are eager to get to know you, everyone. You are welcome to visit my office whenever you need to. I'm here for you whenever you need me, and I welcome your thoughts and recommendations.

Head of the school

Sherein' Batchelor

Handbook Use & Purpose

This handbook provides parents with a description of the policies, procedures and expectations of Royal Canadian School (RCS). Please go through this document with your children so everyone becomes familiar with the information. This is a 'living' document and its content may be revised and updated over time as needed. Any revisions will be communicated to students and parents.

International Baccalaureate (IB) system

The IB is a very interesting education system. Its goal is to help develop students who create a better world through their intercultural understanding and respect. The IB system is divided into primary years, middle years, and diploma programs. The diploma program's main goal is to enhance students who have an excellent depth of knowledge. It helps students succeed physically, intellectually, emotionally, and ethically. The DP curriculum consists of six subject groups and the DP core,

comprising theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay.

RCS Vision

RCS Cairo aims to cultivate future leaders who demonstrate the global understanding, empathy, and skills to solve 21st-century challenges and make their world a better place.

RCS Mission Statement

RCS will nurture intellectual curiosity, academic excellence, environmental awareness and pride in community, host country and home country.

Faculty Team:

Head of School: Sherein' Batchelor

DP Coordinator: Dalia Kamal

CAS Coordinator: Sara Amr

Extended Essay Coordinator: Dalia Kamal

TOK Coordinator: Sara Amr

Academic Counsellor: Sara Amr

Overview and Introduction:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. - Learning Diversity in the International Baccalaureate

The primary purpose of the Inclusion Policy is to provide guidance to teachers, parents, and the whole school on the provision of effective Learning Support to students with learning barriers/difficulties. The mission is to develop a more diversified community by giving a chance for IB education to all.

Definition: According to the SEN code of practice (2001)

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provisions to be made for him or her.'' A child has a learning difficulty if he or she: A) Has significantly greater difficulty in learning than the majority of students of the same age; B) Has a disability, which either hinders or prevents the child from making use of educational facilities of a kind provided for students of the same age in schools.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which he or she is or will be taught.

Underlying Philosophy and Fundamental Principles:

In RCS, we understand that various learning difficulties, behavioural challenges, physical or sensory disabilities, and other barriers to learning exist within our school's learning communities. We recognize that there is a continuum of Diverse Educational Needs (DEN) and that meeting the needs of these students requires close collaboration between the student, home, and school. RCS acknowledges its role in providing opportunities, support, and guidance to assist students and their families in addressing their educational needs.

The following fundamental principles guide our approach:

Students with diverse learning needs should have their needs addressed, ideally within mainstream school settings.

The perspectives of the students themselves should be sought and taken into consideration during the referral and intervention process.

Parents have a vital role in supporting their student's education by actively participating in the process of defining their students' needs.
Students with diverse learning needs should have access to a well-rounded and relevant education, even if it necessitates involving external agencies beyond the RCS academic program.

At RCS, we strive to create an inclusive environment where all students can thrive. By involving students, parents, and external agencies as needed, we aim to ensure that each student's unique learning needs are met and that they have full access to quality education.

Principles of Learning Support/Learning Diversity and Inclusion Policy:

The school is committed to providing access to the IB programme(s) and philosophy for all students. It prioritizes supporting their learning needs and ensures that teachers are equipped accordingly.

Following the guidance from the IB, the learning support program is designed to identify students' specific learning styles, scaffold their learning, and differentiate the curriculum to meet their individual needs.

We are proud to have a team of trained specialists who collaborate with a range of professionals to provide effective learning support services. Our Learning Support Specialists/Teachers have expertise in various disorders, including specific learning disabilities, developmental disabilities, and attention disorders.

At our school, equal opportunities for academic success are valued. Each admission application is reviewed unbiasedly, considering whether the school can provide an equal opportunity for the student to succeed.

In line with the school's and the IB's philosophy, diversity and inclusion are embedded in our approaches to learning at the Diploma level. We adhere to the four principles of good practice as identified by the IB:

Valuing prior knowledge: We comprehensively assess students' existing knowledge, strengths, and interests, incorporating this information into the design, differentiation, and planning of new learning experiences.

Scaffolding: We break down learning into smaller steps, providing necessary support and guidance to help students progress toward mastery. This includes techniques such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates, and graphic organizers.

Extending learning: We foster social and emotional conditions that facilitate learning, creating environments that welcome, celebrate, and embrace diversity.
Affirming identity and building self-esteem: We ensure that all students' identities are acknowledged and valued, promoting a positive sense of self that enables them to take risks and succeed in their learning journey.

By implementing these principles, we strive to create an inclusive learning environment that supports the academic and personal growth of all students.

Visual representation of the four principles of good practice in an IB SEN learning cycle

In the support provided, effort is made to distinguish between EAL and learning diversity cases in students, as well as appreciating and understanding various cultural and linguistic differences.

At all times, special attention is given to students' confidentiality and the need to maintain the student's self-esteem.

The school (RCS) inclusive values can be reflected through the following :

• Implementation of effective school policies and active involvement of parents.

• Offering intensive early intervention and providing necessary resources, such as writing software and laptops, to students who require additional support.

• Continuous improvement of classroom-based learning and addressing learning difficulties at all levels throughout the school.

• Supporting students with low achievement and/or learning difficulties through a collaborative team approach involving students themselves, teachers, parents, and relevant support staff.

• Developing and implementing a comprehensive whole-school action plan to support students with low achievement in literacy.

• Establishing strong home-school partnerships, including the development of support strategies for parents.

• Creating and implementing individualized learning programs for students receiving supplementary teaching, which are based on a thorough assessment of their needs and clear learning targets. These programs are developed collaboratively by the student's class teacher, learning-support teacher, and parents.

Implementation of Learning Support at the School (RCS):

At our school, we prioritize a comprehensive approach to supporting students in the IBDP program. Our approach includes the following key elements:

Swiftly identifying students who may be at risk and taking early action to meet their needs.

Strategically planning to enhance the accessibility of our school premises, such as installing ramps and lifts for physically challenged students, and ensuring an inclusive curriculum for all students.

Continuously monitoring progress and regularly reviewing goals to ensure ongoing improvement.

Engaging in regular communication and partnership with parents to share student progress and collaborate on supporting their learning.

Collaborating with students themselves to set targets and goals and empower them to take ownership of their learning.

Collaborating with external agencies when appropriate to seek assistance and expertise.

Fostering positive self-esteem and attitudes towards school and learning among students, while also promoting their ability to self-monitor and become independent learners.

Providing additional support and resources for students who are struggling in literacy and numeracy, and actively involving parents in supporting their students' learning.

Promoting collaboration among teachers in the implementation of whole-school policies on Learning Support, including orientation sessions for new teachers to familiarize them with our inclusion policy.

Within our Learning Support Department, we offer various forms of support to students facing learning barriers. This support is provided to students who are not making sufficient progress despite in-class interventions and differentiated teaching. Support is delivered through either push-in or pull-out methods.

During push-in support, the Learning Support teacher works with the student in small groups or one-on-one within the classroom setting, providing additional academic

support and encouragement. Pull-out support involves individualized sessions with the Learning Support teacher outside of the classroom to address specific learning needs that cannot be fully supported within the regular class context.

All students in need of support have an individualized developmental plan (IEP) that incorporates recommended accommodations and modifications outlined in diagnostic reports from qualified specialists. For students who have not yet received a specialist's report but have been identified and referred by teachers, the Learning Support Department conducts informal assessments and screenings. These students are supported through push-in or pull-out lessons, as well as strategies and resources assigned to teachers to provide support within the classroom.

Our school strives to provide an inclusive and integrated environment for students with Learning Support requirements across all classes. We ensure that they have full access to a well-rounded and relevant education, including an appropriate curriculum. Every student is given the opportunity to reach their potential and become confident learners. Students with Learning Support requirements participate alongside their peers in most activities. We recognize the importance of Learning Support and view it as a shared responsibility between staff and parents in supporting students' educational and specific needs.

Specialist Support Involving Professionals (Assessed by External Agency):

If a student is not making sufficient progress, the Learning Support team may suggest a psycho-educational evaluation by an outside agency, according to the student's needs based on the following:

Little or no progress even when a student is receiving Learning Support in school; · Continued difficulty in developing literacy or numeracy skills.

Sensory or physical problems which continue to affect learning, despite accommodations and modifications to the student's learning environment.

The teacher and the Learning Support teacher meet with the parents to discuss the observation report and to suggest a Professional Assessment by an outside agency, according to the progress and needs of the student. Students who then receive an attestable diagnosis will receive an IEP

(Individual Educational Plan). The IEP should help in catering the following areas of concern:

Academics.

Social and Emotional Development.

Behavioural skills.

Strategies for teachers;
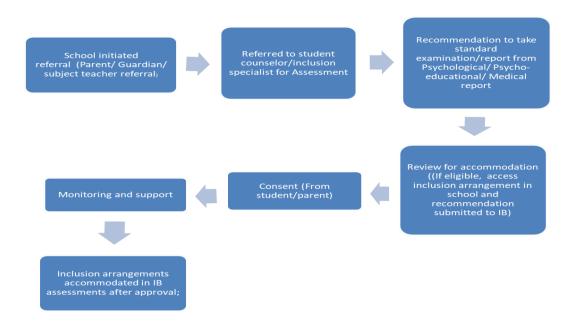Recommendations to parents AND   o Reviewed

termly or as determined by the IEP   o The

signatures of all stakeholders involved.

· The Learning Support teachers devise an appropriate IEP with specific learning and behaviour targets to suit the learning needs of the student.

Access and Inclusion in the Diploma Programme:

Referral Process in IBDP

School initiated referral (Parent/ Guardian/ subject teacher referral) → Referred to student counselor/inclusion specialist for Assessment → Recommendation to take standard examination/report from Psychological/ Psycho-educational/ Medical report → Review for accommodation ((If eligible, access inclusion arrangement in school and recommendation submitted to IB) → Consent (From student/parent) → Monitoring and support → Inclusion arrangements accommodated in IB assessments after approval;

Documents required for submitting inclusion arrangement to IB assessments:

The school can consider the request for inclusive assessment arrangements only when the student submits the following supporting documents:

Psychological/ Psycho-educational/ Medical report

Standard scores requested in psychological reports- Areas assessed may be in line with the learning support

Educational evidence

Teacher(s) observations

Sample of work
Evidence of access in previous school/ grades

IB inclusive assessment arrangements in the Diploma Programme:

Modification in Examination Presentation:

Accommodations for visually challenged candidates, such as enlarged print or changes in font size, and printing on color paper, are available based on condition evaluation and resource availability. Other accommodations depend on school resources.

Additional Time Access:

Additional time may be considered for written examinations when there are learning, physical, sensory, neurological, medical, or psychological challenges.

Eligibility for additional time due to reading or writing challenges is based on standard scores from psychological documentation, specifically on cognitive processing measures that affect working speed.

For other challenges, severity is mentioned in medical documentation, and educational evidence justifies the need for accommodation.

Additional time can be provided in mathematics and other subjects, including the use of calculators, based on standard test scores. It can also be given for oral presentations based on standard test scores or for students with attention challenges according to psychological reports and educational evidence.

The amount of additional time granted correlates with the degree of the access requirement.

Mild challenges may receive 10% to 25% additional time, while more severe challenges may receive 50% additional time.

For durations less than one-hour, additional time should be given proportionally.

This does not apply to additional language learners.

Access to Writing:

Candidates needing writing support can access graphic organizers, word processors, transcription services, speech recognition software, and scribes. Refer to the 'IB Access and Inclusion Policy' for more details.

Access to Reading:
Candidates having difficulties reading text due to learning challenges, visual processing challenges, attention challenges, or other vision-related medical issues can access readers, reading software, and examination (reading) pen support.

Other Inclusion Access:
a. Access to speech and communication.
b. Access to practical assistance.
c. Access to calculators.
d. Access to an extension of deadlines.
e. Access to deferral of external assessments.
f. Additional opportunities for exam retakes.
g. Access to alternative venues.
h. Access to reasonable adjustments.
i. Access to listening comprehension examinations.

Facilities for talented and gifted students:

The term "gifted and talented students" refers to "those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs." (d11.org)

RCS Inclusive Education Policy

In this perspective, giftedness and talent might be characterized as follows:

-Intellectual capacity, general or specific reading, writing, arithmetic, science, social studies, and global languages are examples of specific academic aptitude.

-Aptitude for specific talent: visual arts, performing arts, musical talents, dancing, psychomotor abilities, creative or productive thinking, and leadership qualities

-       Identifying yourself. The recommendation method mentioned below also applies to the discovery and referral of gifted and talented kids. This identity might allude to giftedness in specific subjects.

Recognition.

The identification and referral of gifted and talented students follow the same procedure as described below:

-       The learning support professional may interpret this designation as referring to giftedness more broadly or as giftedness in certain subject areas. The Philippine Department of Education's recommendations to advance pupils to a higher grade level based on the results of the country's educational placement exam (PEPT) may also be taken into consideration by the school on an individual basis.

*The program's framework will determine what resources are available for children who are

Accommodations for the Diploma Program:

gifted and talented.

Accommodations for the Diploma Program:

May be provided within the context of course selection and the possibilities of electing a fourth

higher level course, anticipated courses, and CAS projects. Other accommodations may be

Roles and Responsibilities Teacher:

- Communicates any concerns regarding a student's academic performance, behaviour, study/social skills, communication skills, and motor tasks to the Learning Support team.
- Documents and maintains a log of observations and steps taken to support the student.
- Adapts teaching methods and materials to cater to the diverse needs of all students in the class.
- Recognizes and nurtures the unique strengths of each student, fostering their self-esteem. • Cultivates an inclusive environment where all students are valued and accepted for their differences.
- Engages in regular planning and collaboration with the Learning Support teacher.
- Shares lesson plans in advance with the Learning Support teacher to facilitate in-class support sessions.
- Maintains effective and frequent communication with parents, providing updates on the regular program and any additional support offered.

Learning Support Teacher/Inclusion specialist:

- Facilitates a school-wide understanding and awareness of learning differences.
- Collaborates and plans with classroom/subject teachers on a regular basis to coordinate Learning Support efforts.
- Designs and prepares lessons for pull-out support sessions and assigns relevant homework as needed.
- Supports students receiving Learning Support during in-class sessions, working closely with classroom/subject teachers for guidance and coordination.
- Provides guidance and professional development to specialists to enhance their ability to meet the needs of students requiring additional support.
- Coordinates the development of Individualized Education Plans (IEP) with classroom/subject teachers, coordinators, and segment heads.
- Maintains open and positive communication with parents by sharing relevant information related to Learning Support.
- Ensures Learning Support records are current and appropriately filed.
- Engages in continuous professional learning and maintains a personal portfolio of development activities pertinent to Learning Support.

made as appropriate.

Additional inclusion arrangements will be made on a need basis and limited to the resources available.

Roles and Responsibilities Teacher:

- Communicates any concerns regarding a student's academic performance, behaviour, study/social skills, communication skills, and motor tasks to the Learning Support team.
- Documents and maintains a log of observations and steps taken to support the student.
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- Provides guidance and professional development to specialists to enhance their ability to meet the needs of students requiring additional support.
- Coordinates the development of Individualized Education Plans (IEP) with classroom/subject teachers, coordinators, and segment heads.
- Maintains open and positive communication with parents by sharing relevant information related to Learning Support.
- Ensures Learning Support records are current and appropriately filed.

- Engages in continuous professional learning and maintains a personal portfolio of development activities pertinent to Learning Support.
- Offers suggestions for possible resources or strategies that can be employed to support the student both in the classroom and at home.
- Contacts external agencies for informal advice and further information when necessary.
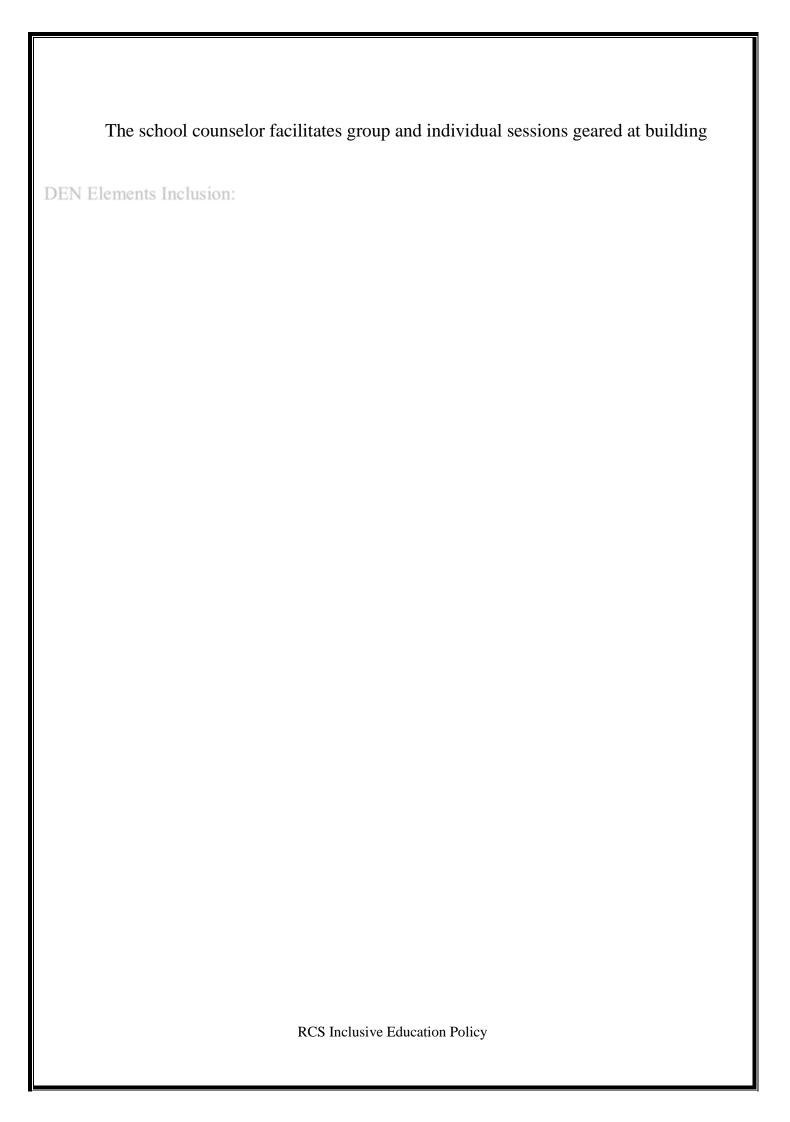
The School (RCS):

- Updates and maintains the Inclusion policies and procedures.
- Provides support to the team during parent-teacher meetings as required. • Clearly communicates the Learning Support procedures to the staff.
- Encourages the use of Individualized Education Plans (IEP) as a key tool for monitoring student progress in the Learning Support Programme.
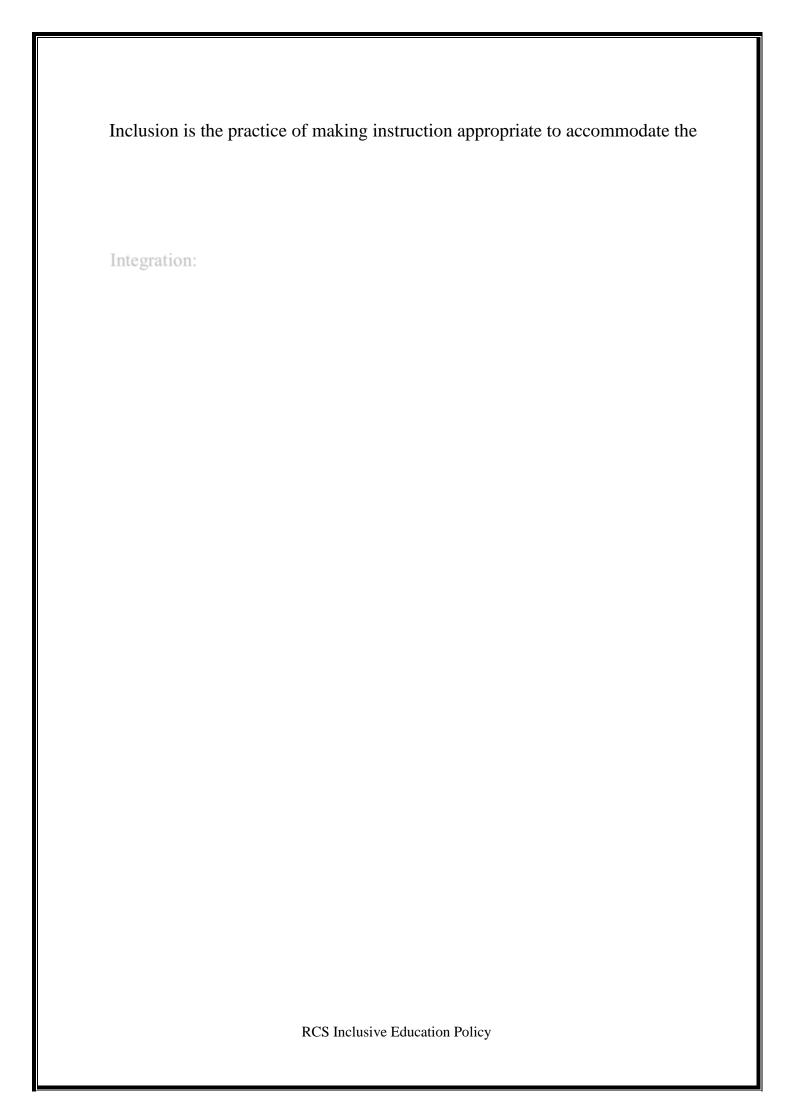
The Parent:

- Share pertinent information with the teacher that may be relevant to the student's education.
- Signs and returns copies of any home-school liaison arrangements.
- Provides support and encouragement to the student.
- Supervises the student at home during designated work, aligning with the set targets discussed at review meetings.
- Attends all review meetings. • Ensures the student gets sufficient sleep and rest and arrives at school fully prepared and punctual.
- Share their perspective on the student's progress and the support provided by the school.

Role of Student Counsellor

The school counselor facilitates group and individual sessions geared at building

students' self-awareness, self-esteem, self-efficacy, self-confidence, and general well-being.

DEN Elements Inclusion:

Inclusion is the practice of making instruction appropriate to accommodate the

Integration:

diverse learning abilities of students in a single classroom. A classroom may have students with a wide range of abilities, and rather than "teach to the middle," a teacher would design lessons so that all students in a classroom will benefit. Inclusion demands changing the pace, level, or kind of instruction provided in response to individual learners' needs, styles and interests. Integration:

Integration is the practice exclusively for CBSE and MYP curriculum where one on one attention will be given to students with concept gaps or specific learning difficulties in the resource room with student and parental consent (if required). Differentiated instruction:

Differentiated instruction involves the identification of the most effective strategies for each individual learner to help them achieve agreed-upon goals. By tailoring instruction to meet the unique needs of each student, learning opportunities are created that enable all learners to develop, pursue, and ultimately achieve their personal learning goals.

Tomlinson and Cunningham Edison (2003) identified the following three curricular elements of differentiation:

Content	What should a student come to know, understand and be able to do? How will the student gain access to the knowledge, understanding and skills?
Process	What activities will be used to help students make sense of the knowledge, understanding and skills?
Product	What products will provide evidence of what the student knows, understands and is able to do?

Collaboration:

Inclusion is fostered within a culture of collaboration, mutual respect, support, and problem-solving in dynamic learning communities. These communities encompass the entire school community and value the perspectives of all learners, their parents and caregivers, support staff, and non-teaching staff (The IB guide to inclusive education: a resource for whole school development, 2015). Collaborative learning

activities involve all members of the learning community and strive towards shared goals. These activities can include group research, projects, debates, and role-play. Collaboration extends beyond student engagement to collaborative planning and teaching among educators. Co-teaching, or collaborative teaching, has been recognized as an effective strategy for promoting access and fostering active participation (Mitchell, 2008).

Sharing of Information:

The learning support teacher upholds the rights and responsibilities of parents in regard to their students and strives to establish a collaborative relationship with parents to promote the maximum development of the student. Ongoing communication between parents and the learning support department is maintained. Regular feedback on the students' progress is shared with parents to ensure transparency and collaboration. Confidential student files, which include Individualized Education Plans (IEPs) and session reports, are securely stored in locked cupboards. Access to these files is limited to the Learning Support specialists, school counsellor, and Head of School.

Candidates with Assessment Access Requirement:

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with Learning Support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances for the Candidates who require inclusive assessment arrangements may have Learning Support requirements due to one or more of the following reasons:

- Autism spectrum / Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties

- Speech and/or communication difficulties Responsibilities

Responsibilities (Inclusive access arrangements):

(Inclusive access arrangements):   **The school:**

To meet the student's learning needs, including suitable arrangements for teaching and assessment.
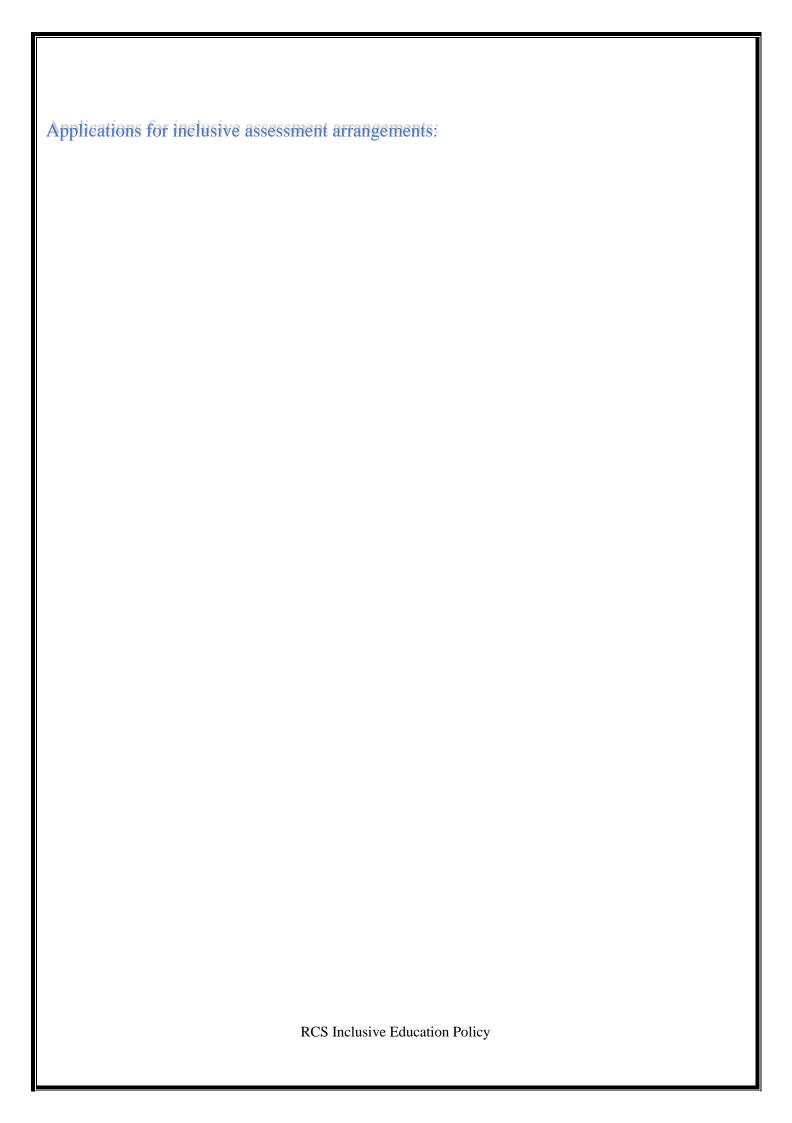
Careful consideration should be given to a candidate's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners.

The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.

School must obtain consent from the candidate's parent(s) or legal guardian. The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator, assistive technology, speech recognition and reading software.   **The Coordinator:**

Some inclusive arrangements may be allowed at the discretion of the IB coordinator without prior approval from the International Baccalaureate Organization (IBO). However, certain inclusive arrangements require prior authorization from the IBO.

• The IB coordinator is responsible for effectively communicating access arrangements to impacted students, parents/guardians, and staff members who need to be informed about such adjustments.

• The IB coordinator is also responsible for initiating requests for inclusive assessment arrangements. It is important for parents/guardians and students to understand that inclusive arrangements, requiring prior authorization, must be accompanied by supporting documentation and educational evidence.

• The IB coordinator collaborates with parents/guardians, students, the IB counsellor, and other relevant staff members to gather and submit all necessary supporting documentation and educational evidence to demonstrate that the requested arrangement(s) align with an IB student's typical and reasonable accommodations under a valid Individualized Education Plan (IEP).

• It should be noted that adverse or unforeseen circumstances are not covered by this inclusion policy. If an IB student encounters adverse circumstances, they should contact the IB coordinator for information regarding their specific situation.

Applications for inclusive assessment arrangements:

- All requests for inclusive assessment arrangements must be submitted online, clearly indicating the specific arrangements being requested.

- If the candidate satisfies the standard eligibility criteria for the requested arrangement(s), the online tool will automatically approve the request. However, if the standard criteria are not met, the request will be referred to the IB Assessment Centre for evaluation. In such cases, the school must provide substantial educational evidence that attests to the genuine need for the requested access arrangement • It is imperative that all requests for inclusive assessment arrangements be submitted at least one year prior to the examination. The IB Assessment Centre cannot guarantee the availability of the requested arrangements if the requests are submitted after this deadline.

Accommodations and Inclusive Assessment Arrangements:

Each student who qualifies for Learning Support services will have an Individual Educational Plan (IEP) developed specifically for them. Accommodations and inclusive arrangements outlined in an IEP may include, but are not restricted to, additional time, rest breaks, access to information and communication technology (ICT), scribe assistance, reading support, communication aids, and prompts. All accommodations will be in line with the guidelines provided by the International Baccalaureate Organization (IBO) as outlined in the document for candidates with special assessment needs. The standardized access arrangements for candidates with higher incidence learning support requirements, such as dyslexia, information processing challenges, and physical challenges, will be detailed and adhered to for their assessments.

Maintaining integrity of the Assessment:

If a school fails to meet the specified conditions set by the IB for administering inclusive access arrangements, the candidate will not receive a grade for the concerned subject and level.

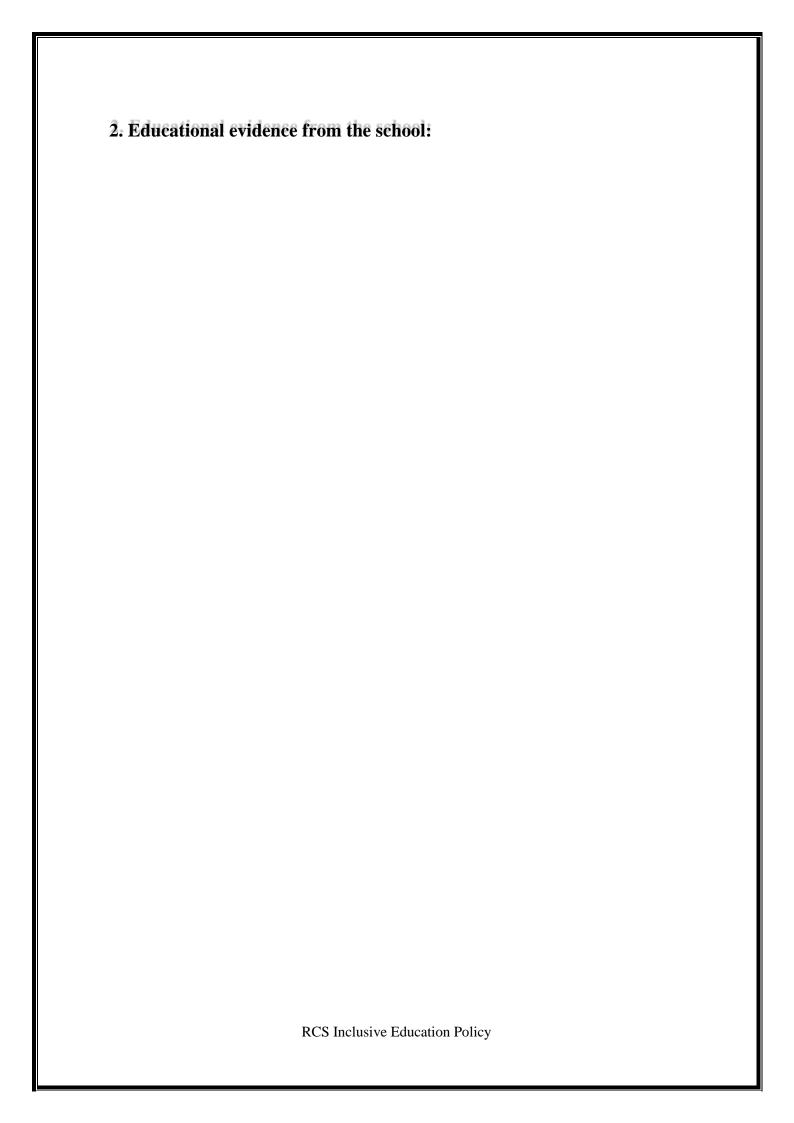Schools are not permitted to communicate with examiners regarding a candidate's learning support requirements.

All examinations must be conducted in accordance with the regulations governing the examination process for the respective program.

- Prior to submitting the necessary documentation to IB Cardiff, the school must obtain consent from the candidate and/or their parents or guardian.

RCS Inclusive Education Policy

• An application for special arrangements should be submitted on behalf of the candidate through a request form endorsed by the coordinator or head of the school. While a teacher specializing in teaching students with special needs may complete the form, they cannot sign it. Applications submitted directly by the candidate, their relative, or guardian will not be accepted.

Supporting Documentation:

1. A psychological, psycho-educational, or medical report is required and should have been conducted within the previous academic year by a qualified psychological or medical service. The report must adhere to the following guidelines:

• It should be legible and presented on paper with an official letterhead. The report must be signed and dated.

• The report should clearly indicate the professional credentials, name, and title of the individual(s) who conducted the evaluation and diagnosis of the candidate.

• The nature of the Learning Support requirement should be specifically stated, along with the tests or techniques used to arrive at the identification. • The report should align with the requested assessment arrangements.

• Whenever possible, nationally standardized psychological tests should be employed, preferably utilizing recent editions.

• Results should be reported as standard scores with a mean of 100 and a standard deviation of 15, rather than using percentiles or age/grade equivalents.

2. Educational evidence from the school:

- A letter or observational report from the candidate's subject teacher(s) addressing any observed difficulties the candidate may face in the classroom.

- A concise overview of the arrangements that have been implemented to support the candidate in accessing learning and assessments.

- Individualized Educational Plan (IEP) tailored to the specific needs of the candidate.

- A sample of the candidate's work completed under timed conditions without the requested assessment arrangements.

Confidentiality:

The RCS treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel.

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