

## CISD IBDP Additional Learning Needs Policy

### Purpose

- The purpose of this policy is to ensure that all students who study the IB Diploma Programme at Compass International School are provided with equal access (inclusion) to the diploma programme and to realise their potential.
- To communicate with all relevant stakeholders in the educational process their roles and responsibility in ensuring equal access for students in accessing the IB Diploma programme regardless of student need. Stakeholder refers to those involved in ensuring student success including student, parent, teacher, ALN dept, IB Coordinator, Senior Leadership Team, outside professional organisations.

### Definition

- According to *Learning diversity and inclusions in IB Programmes* (IBO publications, 2013), Inclusion is defined as:
  - *An ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.*
  - *Inclusion is an organisational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment.*
  - *It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.*
- Additional Learning Needs (ALN) refers to a student who requires extra support or challenge beyond the regular curriculum. Compass International School recognises the wide spectrum of needs and abilities including but not limited to:
- Asperger's syndrome/autism spectrum, learning disabilities, medical conditions, disabilities, physical challenges, social and behavioural challenges, communication difficulties.

## IB definition of Inclusion:

According to *Access and Inclusion policy* (IBO publications, 2018):

*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 some candidates at a disadvantage by preventing them from demonstrating their level of attainment.*

*Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimise barriers for the candidate.*

*Inclusive access arrangements may be necessary due to:*

- *long-term learning support requirements*
- *temporary medical conditions*
- *additional language learning.*

## Assessment of needs

- During the admissions process it is the responsibility of the parents to highlight and inform the school of a student's existing additional needs/inclusion requirements. Dependent upon the additional learning requirement, the school will seek to make provision.
- During the admissions process, every prospective student undertakes a CAT test. Dependent on results, ALN requirements may be discovered. In this case, results will be communicated with parents and other stakeholders and an action plan implemented.

## Responsibilities

### School responsibilities - the school shall:

- Communicate all information to staff regarding students with additional learning requirements.
- Ensure staff are aware of IB publications regarding the provision of ALN and inclusion.
- Ensure in school testing and work is differentiated according to student need. This may mean issuing extra time for tests and other work as per the inclusion needs applied for to the IB (see below).

### Teachers shall:

- Make themselves aware of IB publications on the nature of additional learning needs and inclusion in the IB programme.
- Identify students who may be struggling in their lessons and refer to the student's form teacher, in the first instance. If deemed necessary, further involvement by stakeholders will follow, as per the whole school Additional Learning Needs Policy.
- Provide differentiated instruction as per any individual action plan a student may have.

### The IB Coordinator shall:

- At admissions, review the student's current ALN/inclusion requirements and advise parents and student on course and subject placement.
- Liaise with the IB in requesting and applying for special inclusion requirements required for the final exams (18 months before the final exams). See below.
- Liaise with teachers, ALN departments and other stakeholders in monitoring students with ALN/inclusion requirements to ensure quality and continuum of student learning.

### Parents shall:

- Inform the school of any existing student additional learning needs or conditions and provide the school with existing documentation for review.
- Provide the school with the necessary documentation for the Coordinator to apply for special access requirements.
- Inform the school of any changes in the student's learning needs.

### The Student shall:

- Maintain an open communication with teachers, Coordinator and other stakeholders regarding their requirements. This includes asking for information and support where they deem necessary.
- Participate in any ALN/Inclusion discussions which concern them.
- Take an active role in ensuring that they use any methods recommended.



## IB Special Arrangements

For the final exams plus externally marked components, the IB can accommodate “Special Requirements” should a student require it. For authorisation, a professional assessment of student needs (not more than two years old at time of application) is required. The school shall apply to the IB on the student’s behalf. Please note only the IB is authorised to accept special requirements.

Dependent upon the application and ALN/Inclusion requirements, the IB may permit the following- additional time in exams, modified exam papers, reading and writing aids, speech and communication aids or extension of component deadlines.

## References

- *Access and Inclusion policy* (IBO publications, 2018)
- *Learning diversity and inclusions in IB Programmes* (IBO publications, 2013)