ACCESS AND INCLUSION POLICY

FOR THE IB DIPLOMA PROGRAMME

AT VILNIUS LYCEUM

Updated: October 10, 2024

VILNIUS LYCEUM

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When implementing the *Inclusive Education Policy*, Vilnius Lyceum follows applicable national laws and regulations, as well as the following IBO publications:

- *LIETUVOS RESPUBLIKOS ŠVIETIMO IR MOKSLO MINISTRO Į S A K Y M A S „Dėl specialiosios pedagoginės pagalbos teikimo tvarkos aprašo patvirtinimo", 2011 m. liepos 8 d. Nr. V-1228, Vilnius;* https://e-seimas.lrs.lt/portal/legalAct/lt *(*Order of the Minister of Education and Science of the Republic of Lithuania *"Regarding the Approval of the Procedure for Providing Special Pedagogical Assistance")*
- *LIETUVOS RESPUBLIKOS ŠVIETIMO IR MOKSLO MINISTRO, LIETUVOS RESPUBLIKOS SVEIKATOS APSAUGOS MINISTRO IR LIETUVOS RESPUBLIKOS SOCIALINĖS APSAUGOS IR DARBO MINISTRO ĮSAKYMAS „ Dėl mokinių, turinčių specialiųjų ugdymosi poreikių, grupių nustatymo ir jų specialiųjų ugdymosi poreikių skirstymo į lygius tvarkos aprašo patvirtinimo", 2011 m. liepos 13 d. Nr. V-1265/V-685/A1-317, Vilnius;* https://e-seimas.lrs.lt/portal/legalAct/lt *(*Order of the Minister of Education and Science of the Republic of Lithuania, the Minister of Health of the Republic of Lithuania, and the Minister of Social Security and Labour of the Republic of Lithuania *"Regarding the Approval of the Procedure for Determining the Groups of Students with Special Educational Needs and the Classification of Their Special Educational Needs into Levels")*
- Švietimo, mokslo ir sporto ministerija*, „ Įtraukties Švietime Plėtros Gairės", 2022;* Įtraukties švietime plėtros gairės *(*Education, Science and Sports Ministry *"Guidelines for the development of inclusion in education", 2022)*
- *Developing and aligning a school inclusion policy with the Programme standards and practices, 2023*
- *Access and inclusion policy, 2022 (updated 2023)*
- *Diploma Programme: Assessment Procedures, 2024*
- *Rules for IB world schools, 2020*
- *Programme Standards and Practices, 2018 (updated 2023)*
- *Learning diversity and inclusion in IB programmes. Removing barriers to learning, 2016 (updated 2020)*
- *The IB guide to inclusive education: a resource for whole school development, 2015 (updated 2019)*
- *Assessment principles and practices—Quality assessments in a digital age, 2019 (updated 2023).*

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right[1].

THE IB LEARNER PROFILE

As an IB community of 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 condently 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.*

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[1] (International Baccalaureate Organization 2019)

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 [2].*

PURPOSE OF THIS POLICY

This policy is designed to support diverse students. It addresses the provision of support where required due to variety of issues and challenges. These challenges may include (but are not restricted to) difficulties due to barriers of language, ability, emotional and mental wellness, economic deprivation, gender identity and sexual orientation, ethnicity, medical conditions, impairments and/or other long-term challenges.

This policy aims to communicate the important role of access and inclusion during learning and teaching, as well as for all IB assessments. The mission is to develop a more inclusive community by giving a chance all students to participate fully in the Diploma programme by reducing and removing barriers using appriopriate and well-planned access arrangements.

The policy clarifies the requirements, roles, and procedures needed to create appriopriate and individualized learning arrangements. It provides a list of access arrangements that can be applied as required for an individual student during learning and teaching and assessment (including IB examination session).

The policy does not cover adverse circumstances as such are unpredictable and may occur at any time during the study of the Diploma Programme, before or during IB examinations. The procedures on how to deal with adverse circumstances are described in the IB *Adverse circumstances policy (*2024). The adverse circumstances include medical conditions/illness such as injury, anxiety and exceptionally difficult family circumstances (bereavement) with occurrence up to three months before the IB examinations.

INTRODUCTION

Vilnius Lyceum is committed to ensuring an inclusive and diverse learning environment, where every student, regardless of their individual learning needs or challenges, is supported to achieve their full potential. The school seeks to meet the unique learning needs of every student,

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[2] (International Baccalaureate Organization 2013)

adapting to their individual styles, strengths, and challenges. This approach aims to enhance academic performance, social skills, self-esteem, and community ties.

By encouraging student engagement and multiple perspectives, the school uses collaborative planning, flexible teaching, and supportive atmosphere to remove barriers to learning. It ensures all students, including those with medical, psychological, social or emotional challenges, have access and support to the education they need.

What is access and inclusion?

Inclusion is "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" [3].

Access refers to providing equal educational opportunities in learning, teaching and assessment and all other aspects of school life for all students with respect to the students' individual characteristics and needs [4].

Terms

The following terms are used in the policy with reference to access and inclusion:

Barriers "are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment" [5].

Access arrangements are adjustments or alterations to learning, teaching and assessment in order to reduce or remove barriers to learning and support the student in meeting the learning expectations which are not lowered. They address fairness and equal access to learning and teaching, and ensure validity and meaningfulness of assessment [6]. Access arrangements are based on the student's specific needs and must be approved by the IB.

PRINCIPLES OF AN INCLUSIVE EDUCATION

Vilnius lyceum is committed to upholding the IB's principles of an inclusive education, fostering an environment where:

- *education for all* is considered a human right

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[3] (International Baccalaureate Organization 2020, p.2)

[4] (International Baccalaureate Organization 2023, p.4)

[5] Ibid, p.6

[6] Ibid, p.4

- *education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student*
- *every educator is an educator of **all** students*
- *learning is considered from a **strength-based perspective***
- ***learning diversity** is valued as a rich resource for building **inclusive communities***
- ***all** learners belong and experience **equal opportunities** to participate and engage in quality learning*
- *full potential is unlocked through connecting with, and building on, previous knowledge*
- *assessment provides all learners with opportunities to demonstrate their learning, which is **rewarded and celebrated***
- ***multilingualism** is recognized as a fact, a right and a resource*
- ***all** students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens*
- ***all** students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account*
- ***all** students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect*
- *diversity is understood to include **all members of a community***
- ***all** students experience **success** as a key component of learning [7].*

STUDENTS ELIGIBLE FOR INCLUSIVE ACCESS ARRANGEMENTS

Learning support must be provided to any student who requires it, as outlined in the IB *Access and Inclusion Policy*, (2023). In line with this policy, individualized learning support (class accomodations and special assessment arrangements) can be provided for students with identified challenges or specific health conditions.

As specified in the IB's *Diploma Programme Assessment Procedures* (2024), candidates with the following special educational needs are eligible for inclusive access arrangements:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges

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[7] (International Baccalaureate Organization 2020, p.10)

- long-term medical and/or mental health challenges (with onset or occurrence more than three months before the intended examination session)
- additional language learners.

BARRIERS TO LEARNING, TEACHING AND ASSESSMENT

Barriers are any obstacles that disadvantage a student's ability to participate or effectively engage in learning, teaching and assessment. While students may occasionally encounter short-term barriers that may impact their learning temporarily (such as an emotional setbacks from peer conflicts or minor health issues), access and inclusion needs to be considered when it is observed that a student is facing a prolonged challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition lasting for more than 12 weeks is usually considered chronic, and the school should consider access arrangements for learning, teaching and assessment where required.

Primary and secondary barriers

- additional language (first or best language is not the language of instructions)
- cultural differences (social communication, unfamiliar environmental context)
- hearing (mild, moderate or severe hearing loss)
- intellectual exceptionalities (cognitive delays, gifted and talented)
- movement and coordination (fine motor skills, neurological such as cerebral palsy, oral or verbal, physical or spatial)
- medical (asthma, cancer, IBS, diabetes, epilepsy, muscular dystrophy, rheumatism)
- mental health (anxiety, depression, eating disorder, OSD, post-traumatic stress)
- numeracy (mathematical anxiety, numerical operations/mathematical fluency)
- processing (attention and executive processing, auditory processing, information
- processing, language processing, long-term retrieval, scotopic sensitivity, short-term memory, visual-motor, visual-spatial, working memory)
- reading (reading comprehension, reading fluency)
- seeing (blindness, colour blindness, low or partial vision, Nystagmus)
- social-emotional (emotional disturbances e.g. depressive or stress, gender identity related, neurodevelopmental e.g. autism or Asperger, sexuality related, withdrawal/isolation)
- speech and language (expressive language, receptive language, stammer/stutter)
- writing (handwriting / typing speed, spelling (dyslexia), written expression/fluency).

Reducing and removing barriers

Access to learning and teaching

Identification

To reduce or remove barriers to learning, the initial step is to identify them:

1. **During the admissions process**: parents provide relevant documentation, such as medical or psychological reports, that inform the school of any student's special needs that may require accommodations during entrance exams and later during the entire learning process.
2. **Throughout the learning process:** teachers can identify a need for learning support by observing consistent struggles in a student's academic performance, behaviour, social interactions, or communication abilities. Parents/guardians and students are encouraged to communicate any challenges they may be experiencing to ensure that the school can provide timely access to learning, teaching, and assessment with appriopriate access arrangements.

   If the school cannot fully support the student internally, parents will be asked to seek assistance from external specialists. This process may involve a referral to PPT-*Pedagoginė-Psichologinė Tarnyba* (Pedagogical-Psychological Service) as suggested by the school's VGK-*Vaiko Gerovės Komisija* (Child's Welfare Committee).

Implementation

The inclusive access arrangements provided for a student are:

- put in place as soon as the need for additional support is identified
- individualized, as well as continually evaluated and monitored to continue to deliver the optimal level of support that the student requires
- in place throughout the course of learning and teaching, including formative assessments
- based on current, not past, requirements
- drawn from teacher observations in the classroom
- strictly based on individual requirements
- considered in line with the eligibility criteria for inclusive access assessments in the IB *Access and inclusion policy* (2023).
- considered in instructional planning as part of universal design for learning (UDL).
  In some instances, a student may require an access arrangement for one subject but not another, and this must be reflected in the optimal support given to the student at the school.

With the concepts of learner variability and diversity regarded as central to the development of inclusion policy, the school develops inclusive access arrangements on the basis of the **four principles of good practice**, identified by the IB:

- o   affirming identity and building self-esteem
- o   valuing prior knowledge
- o   scaffolding
- o   extending learning.

The school may develop **Individualized Education Plans** (IEPs) for students with identified learning needs to further support inclusive access arrangements.

The IEP outlines specific support strategies tailored to each student's strengths and challenges, detailing specific accommodations or modifications necessary for their success in the IB DP. The purpose of the IEP is to document the student's individual educational needs, providing a shared understanding of their learning profile among those involved. The IEP is required to be reviewed and signed by the student and parents/guardians.

All information about the student and related documentation regarding the support is confidential and is kept securely in the student's confidential file.

Access to IB assessments

Compliance with the IB policy

All access assessments planned for a student for IB assessments are consistent with the IB *Access and inclusion policy* (2023). In case the school intends to plan for a student an access arrangement for IB assessments that does not comply with the IB policy, the school must consult the IB first.

No assumption should be made that the IB will approve access arrangements that do not meet the eligibility criteria of its policy even if that has been the usual way of working. The IB does not take responsibility for any outcomes resulting from a failure to adhere to this principle.

Only in exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working with the student and/or that have been put in place to support the student only in the last six months of study, just prior to the examinations.

Maintaining standards

The IB ensures that a grade awarded to each student accurately reflects their level of achievement by applying the same standards of assessment to all students.

Any access arrangements requested for a student must not give that student an advantage in any assessment.

Consistency for all students

The IB *Access and inclusive policy* is designed to ensure fairness and consistency across students globally, rather than reflecting the practices of any one country. To maintain equity, the IB strives to provide similar arrangements for students with comparable needs, recognizing that some cultural adjustments may be needed for comparability. Each request is evaluated individually, with prior authorizations by the IB or other organizations having nmo impact on the current decision.

Confidentiality

The IB treats all information about a student as confidential. If required, information is only shared with relevant IB staff and members of the Final Award Committee, who are instructed to maintain confidentiality.

Maintaining integrity of the assessment

If a school does not meet IB requirements when administering inclusive access arrangements, the student will not be awarded a grade in the subject and level concerned.
The school must not communicate with an examiner about the student's learning support requirements.

All examinations must be invigilated according to the regulations governing the conduct of examinations for the Diploma Programme and the invigilator must not be a relative or have any apparent or perceived conflict of interest with the student.

Using the right policy

The IB has a policy to support students experiencing adverse circumstances that are beyond their control during IB assessments. This includes medical conditions/illness such as injury or anxiety, exceptionally difficult family circumstance with onset or occurrence up to three months before the IB examinations. It may also include events that affect the whole-school community, such as a natural disaster (refer to the IB *Adverse circumstances policy* for further information).

Long-term challenges are supported through *Access and inclusion policy*, whereas circumstances arising within three months of exams are supported through the *Adverse circumstances policy*.

ROLES AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Role of the school

- It is the school's responsibility to determine whether it can enroll a candidate with learning support requirements into the DP, in accordance with national legal

regulations, respective IB documents, requirements of the Diploma Programme as well as taking into account the student's and parent's expectations, the opinion of medical and psychological experts, and the school's professional and financial resources.

- Clearly communicate the requirements, procedures and necessary documents outlined in the school regulations and the IB *Access and Inclusion Policy* (2023) to the interested parties of the school community.

- Provide a safe and positive environment for students to thrive, despite challenges.

- Implement measures to remove or reduce barriers to learning as outlined in *Learning diversity and inclusion in IB programmes. Removing barriers to learning* (2020).

- To meet the student's learning needs and ensure suitable access arrangements for learning, teaching and assessment in compliance with the IB DP and policies.

- To ensure that all teachers have relevant professional training to support students with needs and are able to effectively implement the *Access and Inclusion Policy* at the school.

- Provide guidance to learners, parents and teaching staff to ensure good cooperation in aiding the learning process.

- Treat all information about a student as confidential and share only with appropriate personnel, who are instructed to treat such information as confidential.

- Together with introducing the inclusive access arrangements the school staff is obliged to maintain equal assessment standards (the same assessment standards applied to all, no advantage in any assessment), as well as to maintain integrity of assessment.

Role of the IB coordinator

- The identification of any student with learning support requirements must be completed prior to starting the programme on the basis of the relevant document of professional medical or psychological evaluation. The IB coordinator is responsible for carrying out all the required procedures of consultations. The most appropriate time to start the consultations should be during the application period, before the entrance examinations.

- Inform all the teachers about a student's particular needs from the outset and initiate and coordinate collaborative planning, monitoring, and reflecting activities within the group of the respective teachers, if neccessary consulting external professional staff. Neccessary information should be regularly conveyed to parents.

- Conduct discussions with teachers on the implementation of differentiation strategies throughout the teaching and learning process.

- Support teachers in identifying and responding to the additional learning needs of students.

- Develop collaborative partnerships between students, parents, teachers to reduce barriers for learning and enhance student's participation.

- Ensure that inclusive access arrangements in Vilnius Lyceum follow the guidelines outlined in the IB *Access and Inclusion Policy* (2023).
- Follow the requirements set by the IB for application for inclusive assessment arrangements and collecting the supporting documentation. This applies both to students with permanent or long-term condition and to students with temporary health issues arising before or during the final examination session, as well as in cases when the extension of the IB set deadline for submission of work for assessment is required due to a medical or psychological challenge during the two-year programme.
- Ensure that a history of each student with learning support requirements is well documented. It has to include the following (where relevant):

  o background details of past experiences and family situation
  o copies of past assessment
  o individualized education plan (IEP)
  o yearly reports from teachers
  o reports from specialists
  o samples of student work from a variety of academic areas
  o minutes of meetings with family, student, staff and other specialists
  o any special interventions and strategies employed to assist learning.

Role of teachers

- By enrolling all new students into the DP class, the school devotes particular attention to student previous learning experience, brought from the schools with possibly different culture and policy. It is the subject teacher's responsibility to observe and monitor students' academic skills and knowledge from the start of their studies, and to inform the IB coordinator and student's parents about arising learning challenges so that adequate support and teaching and learning arrangements are timely intoduced.

- Create optimal learning environment for all students in the class by employing relevant teaching and learning strategies and providing equal opportunities for every student to develop and pursue appropriate personal goals.

- Every teacher needs to know the factors that affect student learning and how best to respond to them, how to match teaching strategies to individual student (differentiated instruction) and whole class (UDL) needs, how to make use of technology that can assist in removing barriers to learning.

- Report concerns to the coordinator for further observation and inclusion of variety of differentiation methods to support students' learning.

- Every teacher ensures that assessment is diverse, flexible, and relevant to the learner, allowing for differentiated assessments with different entry and exit points. Elements of social interaction and personal growth should be part of the assessment process as well.

Role of parents and students

- Prior to admission, parents must inform the school of any challenges or hindrances their child may have to ensure that the school is a good fit for the child's needs. Parents are also expected to provide the school with current official medical and psychological reports detailing any long-term medical/mental condition(s) that the student may be afflicted with.
- Ensure that all submitted documents are truthful, accurate and reflect student's current educational needs.
- Follow the requirements and recommendations of the school staff regarding inclusive access arrangements and provide supportive learning environment at home.
- Students should communicate with teachers and school staff about any challenges they face, express their needs regarding their education and collaborate in the development and review of their education plans.

It is crucial for all stakeholders to work collaboratively to monitor, evaluate, and review inclusive access arrangements regularly. This process ensures that students' needs are met as circumstances change over time and that access requirements remain valid and meaningful. By addressing fairness and equal access to learning and teaching, the school can provide an optimal level of support for all students, regardless of their diverse needs and abilities.

AUTHORIZATION OF ACCESS ARRANGEMENTS FOR IB ASSESSMENTS

Access arrangements may be implemented in certain circumstances where it is observed that they could remove and reduce barriers for the student and not to give a student an unfair advantage. The inclusive access arrangements that are requested should be a student's usual way of working. The IB coordinator adheres to the established IB procedures for obtaining authorization for such arrangements.

Procedures for requesting and administering access arrangements

Requesting inclusive access arrangements
- Before submitting the request to the IB, the school must obtain a consent from the student or their parents/legal guardians.
- The request must be submitted six months prior to an examination session by the IB coordinator on behalf of the student using the online request form on IBIS and must have support of the head of the school.
- The request is submitted along with supporting documents as evidence.
- The request must be based on the usual way of learning and teaching in the classroom.

- The request must be in line with the eligibility criteria stated in IB *Access and inclusion policy.*
- It is the responsibility of the school to request for examination re-scheduling for the candidate where required (in align with *Assessment procedures*).

Supporting documentation from the students and parents/guardians

To submit requests for inclusive access arrangements the following two forms of supporting documentation in English are required:

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

A psychological/psycho-educational/medical report must be written by qualified licensed medical, educational, or psychological professionals. The report must be issued within the three years of the intended examination.

The language test for additional language learners must be conducted no earlier than one year before an IB assessment and dated. Reports must include the standardized language test used, the language proficiency and performance benchmark results from the testing. The required evidence needs to demonstrate clearly that the score in the language test used is below the linguistically competent level (CEFR—B2.1 and below; B2.2/B2+ is rated as "competent" according to IB *Access and inclusion policy*).

All submitted documentation will be treated confidential. This means that only authorized individuals involved in the evaluation and decision-making process will have access to these documents. This typically includes the IB coordinator, as well as relevant subject teacher(s) who may be directly involved in accommodating the student's needs during examinations. The student's privacy will be respected and sensitive information will not be disclosed to parties who do not have a direct role in facilitating the accommodations.

Educational evidence can take the form of a letter or observational report from either the coordinator and/or the student's subject teacher(s), highlighting any observed classroom challenges, along with a summary of the accommodations made for the student's learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student, or a sample of work done under timed conditions without the access arrangements that are being requested.

In Lithuania the following documents are regarded as legally binding:
- medical statements or certificates issued by a specialist who has identified a long-term challenge. They include the name of the challenge and the access arrangements that are to be put in place for the student.

- psychological and pedagogical report issued by Pedagogical-Psychological Service (PPT-Pedagoginė-Psichologinė Tarnyba), stating the challenge identified during testing along with access arrangements and recommendations for work with the student in the classroom.

Administering inclusive access arrangements

The school is responsible for the following with regard to access arrangements during IB examinations:

- approving and appointing individuals required to support an access arrangement. 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.
- making all arrangements for assistive technology required for access to IB examinations.
- ensuring that all equipment authorized for a candidate function correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).
- ensuring that the student is acquainted with any assistive equipment or software requested as part of an inclusive arrangement. If human support such as access to a reader is required, the student must practise with the person acting in this capacity prior to the examination.
- rescheduling examinations if the total duration of examinations in a single day exceeds 6 hours and 30 minutes.

List of inclusive access arrangements

The following is a list of inclusive access arrangements provided by the IB. For a detailed description and explanations, refer to the IB's *Access and Inclusion Policy* (2023), section 4, p. 26-47. Access arrangements in bold require IB authorization for assessments.

1. **Flexibility in duration**
   - **Additional time. 10%, 25% or 50% additional time may be authorized.**
   - **Additional time for oral examinations (25%).**
   - **Additional time for mathematics - applicable to mathematics and subjects that require mathematical calculations (25%).**
   - **Additional time for listening in listening comprehension (25%).**
   - Rest breaks (no authorization is required)
   - **Deferral**
   - **Extensions to IB submission deadlines**
   - **Additional retakes (exceptional—provided on a case-by-case basis)**

2. **Flexibility in presentation of material and resources**
   - **Modified paper-based examinations**
   - Vision aids and devices (no authorization is required)
   - Hearing aids and devices without Bluetooth (no authorization is required)
   - Sign language interpreter (no authorization is required)
   - **Text of audio content, not applicable to listening comprehension**
   - **Image descriptions or other adaptations to questions, for total or severe visual impairment**
   - **Adaptation to questions due to colour blindness**
   - Designated person for colour naming (no authorization is required)
   - **Reader**
   - **Reading software**
   - **Reading pen**
   - **Script reader (for lip reading) for listening comprehension examination in DP**

3. **Flexibility in response**
   - **Word processor**
   - **Scribe**
   - **Speech recognition software**
   - **Graphic organizer**
   - **Four-function calculator**
   - **Text to speech**
   - **Transcriptions**
   - **Verbatim transcript of student responses in oral examinations (speech). Although authorization is not required, the school must inform the IB in case this arrangement is implemented**
   - **Talking calculator**

4. **Use of human assistance**
   - Care assistant/Practical assistant (no authorization is required)
   - Prompter (no authorization is required)
   - Communicator to clarify instructions or directions (no authorization is required)
   - Designated person for colour naming (no authorization is required)
   - **Reader**
   - **Script reader**
   - **Scribe**

5. **Flexibility in equipment, setting or location**
   - Separate room within the school (no authorization required)
   - Specific seating location (no authorization required)
   - Special lighting (no authorization required)
   - **Alternative venue (away from school) for IB examinations**
   - Noise- cancelling headphones (no authorization required)

- Adapted desk or seat (no authorization required)
- Medical aids and equipment (no authorization required)

6. **Reasonable adjustments**

Any flexibility made to learning, teaching, and assessment that are not included in the standard list of inclusive access arrangements, called reasonable adjustments, are tailored to each student based on their specific needs, working methods, strengths, and challenges. The school must first consult with the IB and the IB will collaborate with the school to approve the most appropriate, supportive, fair, and optimal reasonable adjustment.

RELATED POLICIES

This policy has been produced in alignment with other school policies: *Access and Admission, Assessment, Language and Academic Integrity*. For any matters that are not specified herein the relevant policy should be referred to.

ACCESS AND REVIEW OF THE POLICY

The policy may be accessed on the school's website, or in the school library. The document is introduced to students and their parents/guardians at the beginning of DP Year 1 by the DP coordinator.

The *Access and Inclusion Policy* is revised in accordance with any new national regulations introduced or relevant documents published by the IB or other circumstances requiring an adjustment.

LIST OF REFERENCES

INTERNATIONAL BACCALAUREATE ORGANIZATION, 2013. IB learner profile. *https://www.ibo.org*. Online. 2013. Available from: https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf

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