



OHANYAN EDUCATIONAL
COMPLEX

IB DP ACCESS AND INCLUSION POLICY

2024

Name of the Document	Diploma Programme Access and Inclusion Policy
Number	OEC-DP-04
Developed by	Steering Committee
Ratifying body	Principle
Revisions	
Date of ratification	09/07/2024
Responsible for the implementation	DP Coordinator

1. INTRODUCTION

1.1.Aim: This policy aims to define the principles of an inclusive access education at Ohanyan Educational Complex (OEC) by ensuring that all students can access their education by removing or reducing barriers. Access arrangement will be utilized during classroom instruction, classwork, activities, and testing.

1.2.Dissemination: The Policy is open to employees, parents, students, and other stakeholders. Its accessibility is ensured by publishing it on the official website.

1.3.Responsible for the implementation: The teaching staff is responsible for implementing and fulfilling the policy requirements.

1.4.Revision: The document is reviewed at the beginning of each academic year to keep the points current and topical. The amendments will be discussed with the staff members, parents, and student communities. The Pedagogical Council approves the amendments.

1.5.Application: This policy is applicable to administrators, staff members, faculty, the wider community, parents/guardians, and students. All members of OEC are encouraged to read and implement this policy.

1.6.Development and implementation: This policy was developed by the Steering Committee, which includes the Principal, the DP Coordinator, and two teachers. The policy was reviewed and discussed with parents, and their feedback was incorporated into the final version. The policy will be implemented upon OEC receiving authorization for DP. Ongoing monitoring and adjustments will be made when necessary.

1.7.Scope: The DP school access and inclusion policy ensures equitable admission, support for diverse needs, inclusive curriculum and assessment practices, staff training, and active parental and community involvement to promote a fair and supportive educational environment for all students.

2. PRINCIPLES AND PHILOSOPHY OF INCLUSIVE EDUCATION

2.1.OEC provides equal opportunities for all students. Enabling full participation of all students in the learning process, OEC maintains a holistic and welcoming environment for students of varying abilities. OEC strives to create an equal, accessible, supportive, inclusive educational environment that will not only help students participate in the learning process but strengthen students' psychological, social and physical health.

2.2.OEC's inclusive culture has the following principles:

- **Equality** – All students, regardless of their abilities or needs, have the right to access educational opportunity in learning and assessment.
- **Individualized Support** – Accommodations should be tailored to students' specific needs by identifying and removing/reducing barriers.
- **Partnership** – Collaboration with students, parents, caregivers, and relevant professionals is essential to provide the best possible support for students with special needs.
- **Discrimination** – Discrimination based on gender, disability, race, religion or any other character is prohibited.

2.3.Culture of inclusiveness: To foster an inclusive culture at OEC, the following steps will be implemented:

- Organize seminars, trainings, and workshops for staff development.
- Provide comprehensive training for new teachers and administrative staff on special needs education.
- Implement differentiated teaching strategies to address diverse student needs, including content and process differentiation, scaffolding, and individualized educational plans (IEPs) for gifted and special needs students.
- Use formative assessments and varied presentation methods to accommodate different learning styles.

- Raise parental awareness through annual open houses, classroom visits, and seminars on special needs.
- Ongoing allocation of resources and infrastructure improvements will support these initiatives.

3. IMPLEMENTATION OF INCLUSIVE ACCESS EDUCATION AT OEC

3.1. Once a student is enrolled in the school, it is the school's responsibility to meet their learning needs. OEC will provide access to learning and teaching with suitable inclusive access arrangements. The purpose of inclusive access arrangements is to remove or reduce, as much as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

3.2. Primary barriers

3.2.1. Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment. Access and inclusion must be considered when a learner is facing a long-term challenge.

3.2.2. Primary barriers are the key elements that impact a student's learning. The following are primary barriers.

- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical
- Mental health
- Numeracy
- Processing
- Reading
- Seeing
- Social-emotional

- Speech and language
- Writing

3.3.Inclusive access arrangement for DP examinations

3.3.1. Access that does *not* require IB authorization: All requests for access arrangements for IB assessments must be based on the usual way of learning and teaching in the classroom and in line with the eligibility criteria.

- At the discretion of the DP Coordinator and Head of School, the following arrangements are permitted in IB assessments without prior authorization from the IB:
- Students may take examinations in a separate room if it benefits their performance or the group.
- The DP Coordinator or Head of School may arrange appropriate seating as needed.
- Students can use aids such as colored overlays, filter lenses, Braille slates, sound amplification devices, hearing aids, visual aids, magnifying aids, headsets, or earplugs during examinations.
- For students with hearing challenges, a communicator may be used to convey oral instructions from the invigilator.
- Examination directions may be clarified by the invigilator or a designated reader for students with reading or attention difficulties; this does not include content explanation.
- Designated persons may name colors for students with color blindness during examinations.
- Students may take rest breaks if required due to medical, physical, psychological, or other conditions. These breaks, typically 10 minutes per hour, are not counted towards the examination time and must be supervised and prearranged.
- An assistant may discreetly remind or help students with attention issues, psychological, or neurological conditions stay organized. This support will be tailored to the student's specific needs.

3.3.2. Authorization from IBO is required for all other access arrangements not mentioned in the above section such as the following:

- access to additional time
- extra time for additional language learners
- deferral of external assessment
- extensions to deadlines
- extra opportunities to retake exam
- alternative venue for exam access to modification
- access to modification
- access to reading
- reader for additional language learners
- sign language interpreters
- the use of word processors for additional language learners
- opportunity to retake exam.
- at the discretion of the IBO, a DP student given three examination periods to receive a diploma may be allowed additional examination sessions.

3.3.3. The procedure for the authorization for access arrangements

- **Application for inclusive access arrangements – *not* requiring IBO authorization:**

All OEC students regardless of sector must complete an Individualized Education Plan Request (IEP) form (Appendix 1).

- **Application for inclusive access arrangements – *requiring* IBO authorization:** Requests for inclusive access arrangements must be submitted six months prior to an examination session.

3.3.4. Supporting Documentation

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

- Request for inclusive access arrangements (Appendix 2)

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners, and Educational evidence from the school: a letter/observational report from the corresponding coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate to access learning and assessment. Educational evidence can also be provided by way of a detailed IEP for the student (Appendix 1).

4. CONSENT AND CONFIDENTIALITY

OEC treats all information about a student as confidential. If required, information will only be shared with appropriate OEC personnel.

5. SERVICES PROVIDED BY OEC

In collaboration with specialized institutions, OEC may offer additional medical, psychological, and speech therapy services for a supplementary fee.

6. DP ANTICIPATED AND RETAKE STUDENTS

6.1. DP anticipated students are who are registered to take the DP exams for the first time.

DP retake students are students who are retaking one or more DP exams after not achieving their desired result previously.

6.2. If a student (anticipated or retake) received authorization for inclusive access arrangements during their initial studies, those same arrangements will automatically apply to all future DP exam sessions they take. Previously approved access arrangements carry forward. This eliminates the need to resubmit requests for these previously approved accommodations. The exception lies for additional language learners. The automatic carry-over of arrangements does not apply to students needing support as additional language learners. These students may need adjustments to their access arrangements based on their evolving language proficiency. Therefore, they will need to submit new requests for each exam session.

6.3. Changes to previously approved access arrangements are uncommon. This ensures consistency and reduces administrative burden.

7. ADVERSE CIRCUMSTANCES

7.1. The principle of adverse circumstances is that every student who experiences it is given a fair chance in their IB assessments. The goal is to remove or reduce their disadvantage without giving them any undue advantage.

7.2. Adverse circumstances are situations that have their onset or occurrence *during* the examination(s) (24-hours before the start of the scheduled examination) or *up to three months before* the written examination in May/November, that are beyond the control of a student and/or the school, that affect a student and have a bearing on their performance in IB assessments.

7.3. Adverse circumstances may affect individual or multiple students:

7.3.1. Individual students: Adverse circumstances for individual students may be medical issues, injuries, mental health difficulties and bereavement.

7.3.2. Multiple Students: Adverse circumstances for multiple students may be natural disasters, civil unrest, war and bereavement of a classmate (affecting the closest friends).

7.3.3. What does not constitute adverse circumstances: The following does not constitute adverse circumstances:

- administrative errors or shortcomings on the part of the school,
- insufficient teaching time,
- error or shortcoming on the part of the student, i.e., misreading the examination instructions, timetable, failing to attend an examination, inadequate preparation,
- medical, physical or learning challenges that had their onset up to three months before the written examinations in May, and
- minor disturbances during the examination like noise outside.

7.4. Mitigating Measures for DP candidates

7.4.1. The mitigating measures stated in this policy may be applied for both individual and multiple students. To be eligible the student/students must have completed the course of study. The mitigating measures will only apply to those who have communicated to OEC about their adverse circumstance before or during the

examination(s). OEC may receive this communication from the students or from the parent/guardian.

7.4.2. Access arrangements should be the first method of support for most students impacted by adverse circumstances. The access arrangements available as mitigation measures are:

- additional time (25%)
- word processor
- scribe or reader
- supervised rest breaks
- separate room
- prompter.

7.4.3. Of these, supervised rest breaks, separate room and use of a prompter do not need authorization from the IB.

7.4.4. Apart from access arrangements mentioned above, the following measures may also be taken as mitigating measures:

- deferral of external assessment to a next or future examination session
- the IBO may authorize an extension to IB submission deadlines, i.e. for the Extended Essay, Theory of Knowledge essay and/or an internal assessment if a candidate, or group of candidates, has been unable to complete a written examination owing to adverse circumstances, the IB may estimate a mark for the missing examination based on evidence that is available.
- reschedule an examination 24 hours after its scheduled examination date and time
- an alternative venue to conduct the examination can be put in place to support candidates facing adverse circumstances. If the situation is such that the candidate(s) can sit for the examination in an alternative venue, this must be the mitigation measure that is used. The missing mark procedure will not be applied in situations where the alternative venue could have been used but was not considered.

8. REFERENCES FOR THIS POLICY

- International Baccalaureate. (2022). *Access and inclusion policy*. International Baccalaureate Organization. https://resources.ibo.org/data/access-and-inclusion-policy_956444e5-7b09-43a7-ad8e-519b88ac7ac4/access-and-inclusion-policy-en_1a60fbd7-7033-4b3a-b382-9737c2361b32.pdf
- International Baccalaureate. (2021). *Adverse circumstances policy*. International Baccalaureate Organization. https://resources.ibo.org/ib/topic/Adverse-circumstances-policy/works/edu_11162-417576?lang=en
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- International Baccalaureate. (2021). *Teaching and learning informed by assessment in the Diploma Programme* (Excerpted for NYSED). International Baccalaureate Organization. <https://www.nysed.gov/sites/default/files/programs/plan-pilot/teaching-and-learning-informed-by-assessment-in-the-diploma-excerpted-for-nysed.pdf>

Appendix 1. OEC Individualized Education Plan (IEP) Request Form

1. Student Information

- **Full Name:**
- **Date of Birth:**
- **Grade/Class:**
- **School/Department:**
- **Student ID:**

2. Parent/Guardian Information

- **Full Name:**
- **Relationship to Student:**
- **Contact Number:**
- **Email Address:**
- **Address:**

3. Reason for IEP Request

- **Specific Areas of Concern (e.g., academic performance, behavior, physical/health needs):**

- **Current Observations and Issues:**

4. Supporting Documentation

- **Please attach any relevant reports or evaluations (e.g., medical reports, psychological assessments, previous IEPs, teacher observations):**

5. Desired Outcomes

- **What specific goals or support does the parent/guardian believe the student needs?**

6. Additional Information

- **Any additional information that might be useful in developing the IEP:**

7. Signature and Date

- **Parent/Guardian Signature:**

- **Date:**
-

8. OEC Use Only

- **Received By:**
- **Date Received:**
- **Initial Review Date:**
- **Follow-up Meeting Scheduled for:**

9. Contact Information for Follow-Up

- **IEP Coordinator:**
- **Contact Number:**
- **Email Address:**

Appendix 2. Request for Inclusive Access Arrangements

1. Student Information

- **Full Name:**
- **Date of Birth:**
- **Grade/Class:**
- **School/Department:**
- **Student ID:**

2. Parent/Guardian Information

- **Full Name:**
- **Relationship to Student:**
- **Contact Number:**
- **Email Address:**
- **Address:**

3. Reason for Request

- **Please describe the specific need for inclusive access arrangements:**

4. Requested Arrangements

- **Specify the type of arrangements requested (e.g., extra time, separate room, use of aids):**

5. Supporting Documentation

- **Attach any relevant documentation (e.g., medical reports, psychological assessments, previous IEPs):**

6. Desired Outcomes

- **What specific outcomes or support does the parent/guardian hope to achieve?**

7. Additional Information

- **Any additional information that might be relevant for arranging inclusive access:**

8. Signature and Date

- **Parent/Guardian Signature:**
 - **Date:**
-

9. School Use Only

- **Received By:**
- **Date Received:**
- **Review Date:**
- **Approved Arrangements:**
- **Follow-up Meeting Scheduled for:**

10. Contact Information for Follow-Up

- **IEP Coordinator or Designated Officer:**
- **Contact Number:**
- **Email Address:**