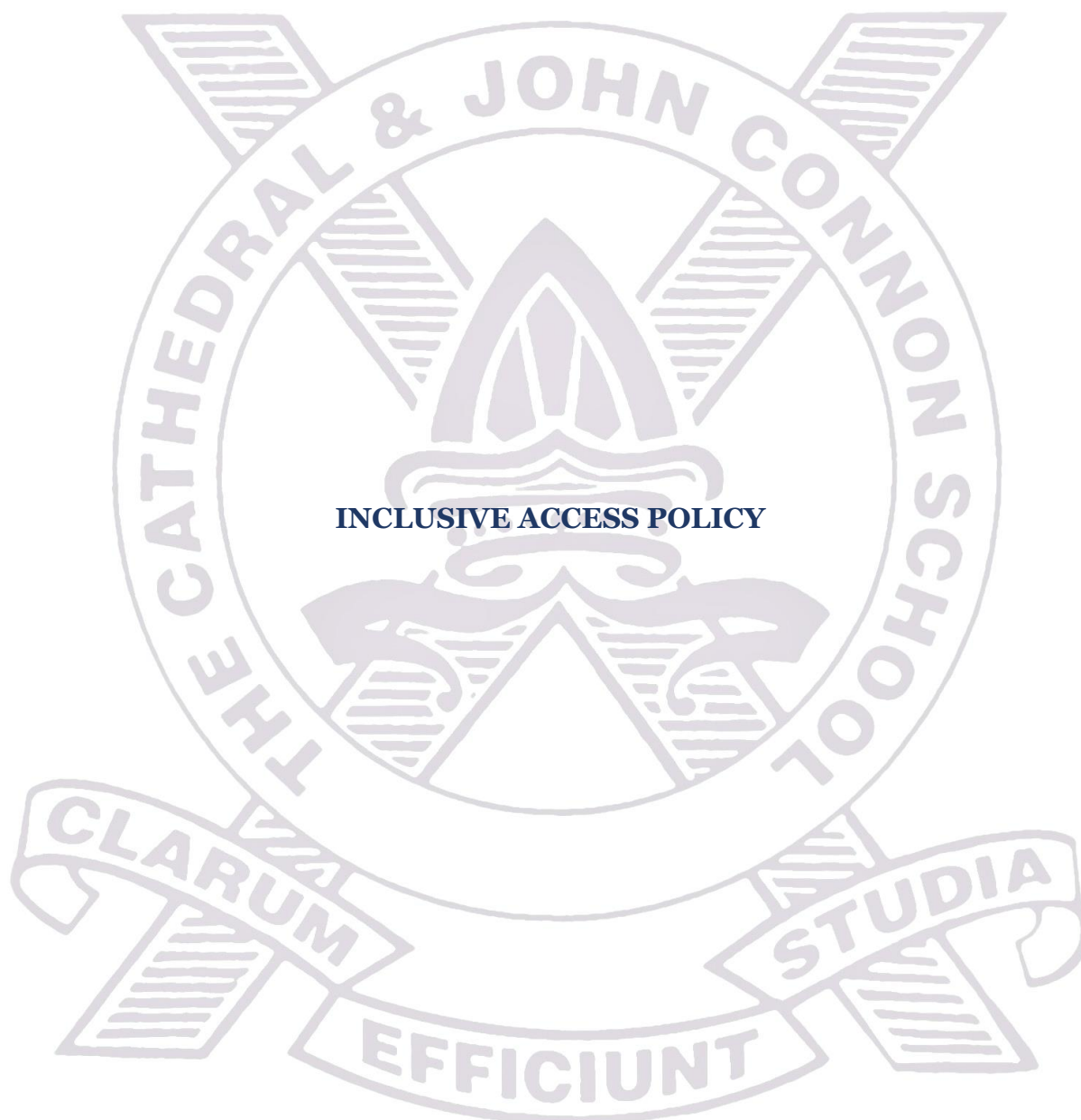


# THE CATHEDRAL AND JOHN CONNON SCHOOL



## INCLUSIVE ACCESS POLICY

## **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.

## **Mission statement of The Cathedral and John Connon School**

The Cathedral and John Connon School aims to provide an education to young minds that will allow them to: learn how to learn, understand how to adapt to the changing world around them, become global citizens with a local vision, develop a sense of international mindedness and cherish the individuality of man and the commonality of mankind.

## **IB Learner Profile**

### **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.

## INTRODUCTION

The Cathedral and John Connon School has always believed in, and practiced, an inclusive approach to education. Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the IB learner profile in action, an outcome of dynamic learning communities and is about responding positively to each individual's unique needs.

Committed to students becoming successful members of the world community, the school seeks to provide inclusive access for students who require such arrangements.

The school strongly believes that:

- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- The interests of all students must be safeguarded.
- An inclusive education service should offer excellence and choice, incorporating the views of all stakeholders.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
- Any inclusive environment must be effective, friendly and welcoming, healthy and protective, and gender-sensitive for all learners.

To this end, the school has set up a separate department and a Learning Resource Centre (LRC) to ensure inclusion. This department is headed by the Special Educational Needs (SEN) Coordinator who works with the DP Coordinator to ensure that every student is allowed fair conditions to demonstrate their abilities.

### **Inclusive Access**

This refers to candidates with the intellectual capacity to meet all curriculum and assessment requirements, and who are unable to achieve their academic potential without access arrangements.

Candidates who require inclusive access may display one or more of the following:

### **Specific learning issues, language and communication disorders**

- Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, problems interpreting music notation, dyslexia, dyscalculia).
- Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

### **Social, emotional and behavioral issues**

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

### **Physical and sensory conditions**

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

### **Medical conditions**

- The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

### **Mental health issues**

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

### **Basis for access arrangements**

Arrangements for candidates are made based on the following principles laid out in the IB document 'Candidate with assessment access requirements'—

- The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.
- Inclusive access is intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special

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

- The inclusive arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or course results.
- If it can be demonstrated that a candidate's lack of proficiency in his or her response language (English) arises from a diagnosed need, specific arrangements may be authorized. This is not applicable to Group 2 courses.

### ***Applicants eligible for inclusive access***

- Those with Medical Conditions which could be temporary, long term or a permanent disability. These could be mental or physical disabilities.
- All candidates with specific learning disabilities-
  - Attention deficit disorder/ attention deficit hyperactivity disorder
  - Autism spectrum disorder
  - Dyscalculia
  - Dyslexia
  - Dyspraxia
  - Hearing impaired
  - Visually impaired
  - Speech language and communications needs

## ***Access Arrangements***

Based on the recommendations made in the medical or psycho–educational reports and the subsequent approval from IB, the following access arrangements can be made on a case to case basis:

- **Additional Time:** this could be 25% extra time, which is mostly the case. This could vary from 10% to 50% depending on the severity. e.g. candidates using examination papers in Braille.
- **Additional breaks:** 10 minutes per hour is normally authorized. During this break period, the student is not allowed to read/ study/ talk/ disturb others and is under supervision.
- **Use of Information and Communication technology (ICT):** such as computer, voice activated technology (generally for internal assessments such as extended essay and TOK essays) and augmentative speech equipment.
- **Use of amanuenses or scribes**
- **Use of a reader** (who could also double up as the scribe for the same student)
- **Use of a communicator:** for the hearing impaired a communicator will convey the information through lip speaking, figure-spelling or sign language.
- **Use of a prompter:** for student with severe attention problems, a prompt is non-verbal – such as a gentle tap on the arm/desk/table.

## ***Modifications to examination papers***

### **For the visually impaired-**

- Examination papers in Braille
- Enlarged print/font



- Printing on coloured paper
- Modifications to the visual complexity, i.e., simplification of layout or visual content without compromising on the assessment objectives of the exam paper.

### **For the hearing impaired-**

The Examination is taken in a separate room.

- Audio recording of examination papers
- Audio recording of responses to examination papers- this is not permitted for Groups 1 and 2. This is not permitted in examinations that require to produce visual material (illustrations, tables, diagrams or maps). The recording is then transcribed verbatim by a person appointed by us (the school) and submitted for grading. The recording is retained until the close of the examination session.

### **Transcriptions-**

A transcript is justified for a student with diagnosed specific learning needs or a physical disability with very poor handwriting skills and who cannot use a computer.

### **Alternate venues for examinations-**

In case of an illness or under medical advice, the student may take the examination in a hospital or home after the school obtains necessary permissions from IB.

### **Responsibilities of the school**

The school shall rule out other adverse circumstances such as family bereavement, civil unrest, natural disaster, emotional issues, culture shock, inconsistent learning background, since these do not normally qualify the candidate for special arrangements, though anxiety or sleep disorder arising out of these circumstances may make the candidate eligible for compensation.

- Before accepting a student with inclusive needs as a candidate for the Diploma Programme, the school shall consider whether suitable arrangements, for both teaching and assessment, can be made for that student.
- The Admission Form requires a student to declare any access needs along with details of the access arrangements provided up to the 10<sup>th</sup> grade. This needs to be accompanied by supporting documentary evidence in terms of a letter of approval from the 10<sup>th</sup> grade Board conducting the examination, along with the Psycho-Educational Report- stating the specific nature of inclusive access. (Admission policy pg. no. 5)
- To accommodate a candidate with an inclusive access, the Coordinator will consult all teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- Before submitting appropriate documentation to the IB, the school will obtain consent from the candidate and/or the candidate's parents or guardian.
- The school will make all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support cannot be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived. The school will not pay a fee or expenses to a person providing support, nor will the school pay for the hiring or purchasing of special equipment.

### ***Role and responsibilities of the Inclusive Access Coordinator***

The Inclusive Access Coordinator working closely with the IB Coordinator ensures that:

- Suitable arrangements for teaching and assessment are available for the student.

- The subject selection is well thought out considering the form/type of access arrangements in consultation with concerned teachers.
- A psycho-educational test report/medical report, signed and dated by a registered authorized professional, is obtained for the candidate. This report should state the specific nature of inclusive access, the tests administered to arrive at a diagnosis and a summary of access arrangements recommended in order to help the students attain their true academic potential.
- A consent letter from the student's parents is obtained along with the supporting documents/test reports.
- The online form for such a candidate is filled out and submitted to the IB by the DP Coordinator, along with all the required supporting reports/documents, for approval including educational evidence from subject teachers.
- Once the approval comes through, the candidate is given the accommodations for assessments and examinations.
- The candidate gets familiar with the computer and its software/ a scribe/ a reader/ prompter/ a communicator as required and specified by the IB before the examination.
- A separate examination room and proctor are set up for students using any accommodations to ensure that the rest of the examinees are not disturbed.
- Invigilation follows the regulation governing conduct of examinations.

### ***Role and responsibilities of Teachers***

Teaching generic learning strategies separately from teaching academic content tends to result in students' failure to apply these strategies when it really counts, which is in learning academic content as well as in daily living. Teachers should acquaint themselves with factual and procedural knowledge when teaching students who need access arrangements, such as:

- information about factors that affect a student's learning, particularly with regard to inquiry-based learning
- how best to respond to the student's inclusive access needs in the IB programmes
- how to differentiate and match teaching approaches to the student need
- knowledge of technology that has assisted in alleviating and removing barriers to learning

The school believes that if all these aspects are addressed, it is possible for transformational learning to take place, enabling the majority of students to express their deep understanding and critical thinking in a variety of ways. The inclusive access students are to be assessed in accordance with the assessment criteria only.

### ***Teaching Strategies and Support for Teachers***

The SEN Coordinator shall provide teachers' guidelines to deal with possible challenges along with the teaching strategies for students who require inclusive access. This is supported further by giving a handout of resources and websites. Workshops will be conducted every year for teachers by the SEN Coordinator, explaining the need for specific inclusive access needs along with classroom management techniques and sharing experiences.

Listed below are some of the possible challenges along with teaching strategies for teachers, for access arrangements:

### **Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder:**

***Possible Challenges:*** Easily distracted, restless, talks out of turn, daydreams, interrupts, difficulty settling down to activities, noisy, impulsive.

**Teaching Strategies:** Build self-esteem by providing a safe and affirming environment, have a study-buddy for cooperative learning and take the parents support in the teaching and learning process, be patient and understand the needs of the student, focus on the strengths, be sensitive and not reactive, allow the student to walk or use music/headphones, be aware of the student's learning style, allow doodling, use a stress ball to take care of the fiddling, provide short breaks or a time-out facility that can help the student overcome high level arousals.

**Autism:**

**Possible Challenges:** Learning environment, social interaction, communication, rigidity of thought, sensory issues – visual, auditory, tactile, taste, smell, vestibular, proprioceptive and proxemics differences, high levels of anxiety.

**Academic areas of concerns:** English- Weak fine motor coordination could lead to poor handwriting. Other areas of difficulty in teaching may include grammar, speaking, creativity/imagination.

Mathematics- abstract patterns, estimation, precision, mental arithmetic skills appear to be better than they actually are.

Humanities- Literal interpretation of instructions, lack of evaluation skills, lack of eye-hand coordination, concept of time, climate changes, applying concepts.

**Teaching Strategies:** Build-up awareness, educate peer group and other faculty members, use of role play, use direct and simple language, reward appropriate behavior, create opportunities to discuss feelings, avoid abstract terms, use natural lighting where possible, regularly review expectations.

**Dyscalculia:**

**Possible Challenges:** Understanding and remembering mathematical concepts, rules, formulae, sequences, poor coordination.

**Teaching Strategies:** Give extra time to complete assignments, provide scrap paper, type figures, keep it simple and uncluttered, link mathematics to real life, offer pre-teaching to support new learning, analyze errors to pick up and decode mistakes.

### **Dyslexia:**

**Possible Challenges:** Low self-esteem, underachievement, slow processing speed, poor concentration, poor sequencing skills, poor eye-hand coordination, marked discrepancy between oral and written work, reading challenges, numeracy challenges, time challenges, behavioral challenges, fatigue.

**Teaching Strategies:** Break up work into small tasks, allow extra time, provide a study buddy, allow use of a reader and or writer, provide a safe and affirming environment to build self-confidence.

### **Dyspraxia:**

**Possible Challenges:** Eye-hand coordination, large muscle movements leading to clumsy posture while walking, running, jumping. Poor attention span, generally poor organizational and social skills.

**Teaching Strategies:** Use a multisensory teaching approach, break down a task into small sections, provide a balance board, avoid strobe lights or fluorescent lights, supply timetables, daily diaries, give advanced notice of any change, work on understanding emotions.

### **Gifted and talented or exceptionally abled:**

**Possible Challenges:** Quick thinkers, learn rapidly compared to the peer group, have a high degree of energy, prefer the company of adults, have a wide range of interests, have a vivid imagination, tend to question authority.

**Teaching Strategies:** Ensure learning extension in areas in which student's exceptional ability is demonstrated, create opportunities that require higher order

thinking, use the multiple intelligence model of teaching, consider online learning to accommodate individual learning, provide opportunities for research, link up with other like-minded students in the community.

Other physical disabilities, hearing impairment, visual impairment, chronic health problems need to be dealt with individually on a case-to-case basis with tremendous support from medics and or paramedics in order to meet their learning requirements. Teachers are also free to access information available in the library on inclusive teaching strategies and websites listed by the British Dyslexia Association and the Maharashtra Dyslexia Association to help student, parents and teachers work together to enable the students to reach their true academic potential.

***Time-line for applications for inclusive assessment arrangements***

- Online submission time is six months prior to an examination session.
- For students registering for the May examinations, by November 15 of the preceding year

***The Inclusive Access policy as a document in progress***

The school shall regularly review this policy on Inclusive Access to keep up with changes in the requirements of students and changes to the school profile.

It is the responsibility of the DP Coordinator to form a steering committee comprising the following to review the SEN policy:

- Head of School
- SEN Coordinator
- Subject teachers

As with other policies and processes, this policy has been drafted with input from various sections of the school community and will be shared with all stakeholders of the school.

**This policy has been reviewed in the academic year 2019-20.**

This document is based on the IB publication, *Candidates with Special Needs, May 2011*, *Access and Inclusion Policy, November 2018*, and *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes, August 2010*. Copies of the publications are available in the school library.

