



 **Cambridge Assessment  
International Education**  
Cambridge International School



# Inclusion Policy

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Candor International School

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## **CANDOR INTERNATIONAL SCHOOL**

### **VISION**

Candor International School aspires to nurture young adults who will be catalysts for positive change both nationally and internationally; and who will ensure the protection of the environment, and the preservation of ethical and moral values in an age of constant social, political, economic, technological and environmental change. The vision will be articulated through the core values of:

- Love of Learning through lifelong enquiry
- Respect for diversity of people, faith, culture and ideas
- Concern for community at all levels
- Integrity of thought, speech and action
- Openness to adopting the best models
- Transparency of standards and practices

### **MISSION**

Candor International School aims to nurture lifelong learners, who, through respect and intercultural understanding, technology, creativity, collaboration and an active engagement in community service, become citizens of the world to contribute, and make a difference, to their generation.

### **The International Baccalaureate 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 organisation works with schools, governments and international organisations 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.

## **Cambridge Assessment International Examination (CAIE) Mission**

Our mission is to promote excellence in education. We do this by playing a leading role in developing and delivering educational assessment in over 160 countries around the world. We have a deep-seated belief in the value of education and we work with our stakeholders to ensure that all our assessments support high quality learning.

We are an integral part of education and training worldwide covering all aspects from teacher training, through vocational and general qualifications, to curriculum development.

We have a strong track record in advising governments and education bodies on education reform and engage regularly with policy makers on the education agenda, and how best to provide learners with the knowledge and skills that they need.

## **Introduction to Inclusion Policy**

Students at Candor come from varied backgrounds and cultures with a wide range of abilities and interests. We believe that every learner should be supported to attain the highest level of their potential. The school aims to foster an environment where students can develop their skills in both academic and extra-curricular programmes. As such inclusion is integral to the functioning of the school system and is based on the active involvement of the Special Education Needs (SEN) department, educators, coordinators who enable any form of accommodation, differentiation and modification to be accessed by students who require it.

## **Philosophy**

Inclusion is “an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers” (*Learning diversity and inclusion in IB Programmes, 2016, p.1*). We believe that inclusion is a continuous process of making learning more accessible to all students by allowing them to fully participate in the process. Inclusion allows for access to learning support, thereby helping the process of teaching and learning become more student-centric. Thus education at large becomes more inclusive when the nature of pedagogy, curriculum and assessment is aimed at each and every student. At Candor International School we aspire to achieve inclusion in all aspects of teaching and learning through collaboration, mutual respect, support and problem solving.

We believe that diversity in all its forms, including students with special needs, is a key driving force for students to become internationally minded and develop intercultural awareness. We encourage our students to become compassionate human beings who not only embrace the similarities but also the differences of all members of our community. The diversity in the school's student community contributes to the vibrant nature and environment of the school. This serves as an inspiration for teachers and students alike to practice open-mindedness and become more caring individuals who are mindful of such diversity at all times.

We employ various strategies to differentiate teaching and learning processes as well as provide support in terms of access arrangements for examination (based on appropriate testing) so that all students have an equal opportunity to demonstrate their learning in fair assessment/examination conditions. We believe inclusion is the learner profile in action, and is a key driver behind the development of a thriving learning community.

### **Purpose of Policy**

This policy describes the way we meet the needs of children who experience barriers to their learning. This policy serves as a guiding document for the teaching staff, administrators, SEN department, students and parents in elucidating the inclusion aims of the school and the practices employed by the school to achieve such aims, taking into consideration the school's particular context and the resources available.

### **Aims of Policy**

Our aims are as follows:

- All students irrespective of caste, creed, sex or economic background, should have an equal opportunity to attend our school, including children who learn differently.
- The school will do our best to anticipate the needs of a student with disabilities before he or she joins the school.
- The school will ensure that students with a disability will not be treated less favorably than others because of the nature of their disability.
- The school values individuals and celebrates their achievements.
- The school identifies and responds to individual learning needs to the best of its resources and capacity, and aims to integrate all students into the mainstream classroom as much as possible.
- The school ensures that the special needs of our students are identified, assessed, and catered to.
- The school promotes confidence, positive attitude and self-esteem in all learners.

- The school ensures all relevant staff are kept well-informed about the students' needs in order to ensure that effective and continual support is provided.
- The school works in collaboration with the CAIE and the IB to ensure proper access arrangements are provided to students who are eligible for the same during in-school and formal assessments conducted by the CAIE and the IB.

### **Identification and Support to the SEN Students**

All the students who have a confirmed diagnosis stating a learning difficulty or any special education need diagnosis, as certified by a psychologist/ relevant agencies, are advised to be on support with the SEN Department so that they work under the guidance of a trained special educator. However, the final decision is the parent's. The students who are under the SEN support are provided with remedial intervention (for PYP, MSP and IGCSE only). A detailed Individualized Education Plan (IEP) is outlined at the beginning of the academic session and is reviewed twice in a year. For grades 11 and 12 [CAIE and IB], support is provided through access arrangements as well as differentiated teaching and learning practices in classrooms.

For any new students to be referred by the teacher or the parent, they are required to get in touch with the Section Coordinator and/or SEN team as guided by the teacher. In case of a referral by a teacher, a thorough classroom observation and a detailed meeting is held along with all teachers and the SEN team involved. If the SEN team finds adequate reason, they guide the parent to understand the needs and difficulties of their child and seek a psycho-educational assessment outside the school to take the process further.

For children continuing on SEN intervention support, regular and periodic meetings are held along with the homeroom teacher and/or subject teachers and parents to ensure a smooth communication between all the stakeholders. Emails are regularly sent to keep all informed about the progress of each child.

### **Practice of Inclusive Education**

- At Candor, facilitators understand inclusion as a continuous process, not a one time event.
- The school provides the opportunity for the differentiated learners and the physically challenged to be educated in their least restrictive environment where peers are together as much as possible.
- Identified students receive support through collaborative planning by all facilitators who are part of their learning continuum.

- Candor is obligated to follow local, state, and international laws with students with disabilities requiring special education and related services.
- The school provides accommodations for students whose first language is not English by following the board's guidelines (example- ESL for IGCSE and English B for IBDP).

### **SEN Support at Candor**

The SEN department focuses on the early identification of support needs. The following services are provided to students identified with as having diverse learning needs:

#### Mild Support

Mild support consists of accommodations, consultancy among teachers, in-class support or small group, targeted instruction.

#### Moderate Support

Moderate support provides support for students with more specialized needs through co-teaching and differentiated remedial intervention by qualified special educators providing this support along with appropriate therapies which may be required. Currently, Candor provides a list of agencies as a referral shared with the parent community for those therapies and intervention services for which currently Candor does not provide inhouse facilities.

#### Intensive Support

Intensive support needs to be provided for learners with cognitive or developmental disabilities. This can be in the form of modifications to the academic programme within the scope/guidelines laid out by the IB/CAIE. Modifications are provided when students are not yet ready or experience difficulty reaching the grade level standards or have already reached beyond grade level standards, and can include changes to the instructional level, content, or task specific clarifications for tasks. Modifications are implemented post discussions with the team consisting of the SEN team member, homeroom teachers, subject teachers, coordinators, school counselor and the Principal. Similarly, accommodations/access arrangements can be provided to students if they are eligible for the same as per the guidelines given by the CAIE/IB.

## **Inclusion and Admission Policy**

The Admissions Department is required to consult with the SEN Coordinator before accepting children with known special needs into the academic program. Parents are required to share all relevant information regarding their child's abilities and medical history at the time of applying for admission. All diagnostic and assessment reports would need to be submitted along with the application form. The psycho-educational assessments submitted would need to have been by a licensed educational psychologist done within the last two years.

Parents are required to clearly communicate previously identified special needs or the support the child has received in the previous school. Parents of students admitted to Candor are expected to commit to providing any extra support in terms of additional therapies from external professionals such as Occupational Therapy or Speech Therapy, to name a few. In some cases the support may be in the form of educational support or a combination of both, educational and specialized therapy.

## **Confidentiality**

Candor treats all information about a student as confidential. Any communication regarding a student's learning support status will be retained within their file, access to which is restricted to the Principal, Programme Coordinators, and the SEN team. All confidential student data/advice will be communicated to the teachers and staff directly responsible for the education of the student only after consultation with the parent/guardian.

## **Individualised Education Plan**

At Candor, students who have been identified as requiring learning support are referred to a list of identified agencies for assessment to understand the exact nature of their learning difficulties and understand the nature and level of support. This is done with prior parent consent. Those students who are enrolled on the SEN Program are then provided an Individualized Education Plan (IEP).

The IEP is reviewed at the end of each semester and the goals are revisited based on the progress made by each individual student. The IEP goals enlist the skill-based intervention support provided to the student by the SEN team and all the goals are aligned to the curriculum to provide support in the classroom. A detailed End of the Semester Report is prepared by the SEN Team and shared with all the stakeholders.

## **Learning Support Programme [PYP, MSP and IGCSE]:**

The SEN Department provides the Learning Support Programme to meet inclusion needs of students in PYP, MSP and/or IGCSE. As part of this programme, the SEN department schedules in-class sessions and pull-out sessions and provides assignments to build on the strengths of the students. The SEN department maintains a learning support record and communicates it with the parents periodically. A student will be considered to make the transition from the Learning Support Programme when they attain an appropriate level of progress in their regular classroom and no longer require pull-out or in-class support. The decision and its implications will be communicated to the parents of the student.

### **Roles and Responsibilities**

#### **The School:**

- Periodically reviews and updates the Inclusion Policy and procedures.
- Communicate the policies to all the stakeholders, such as the parent community, the students, the teacher community and the SEN team.

#### **The Parents:**

- The parents are expected to provide full information about the child's health that could influence his/her progress in learning or behavior.
- The parent is expected to cooperate with the school by offering moral support and encouragement to the child in his/her learning process.
- The parents are responsible for staying updated with frequent communication regarding the student's learning progress at all times.

#### **The Teacher:**

- Identify and discuss the concerns related to the student's behavior, academic performance, communication and social skills with the SEN team and the Coordinators.
- Maintain a record of the observations and the action plan to be implemented.
- Adopt differentiated teaching strategies to meet the needs and build on the strengths of the learner.
- Create an inclusive environment conducive to learning for all students.
- Collaborate and communicate the action plan to the SEN team to facilitate differentiated learning techniques.
- Communicate to parents regarding the difficulties and concerns about the student's behavior, academic performance, communication and social skills and the extra support provided to them.

### **The SEN department:**

- Create awareness among the parent and school community about the learning differences and the support provided by the school to address the same.
- Suggest external agencies to provide additional advice and support if needed.
- Conduct professional development sessions to train the teachers on teaching strategies and accommodations suitable for SEN students.
- Recommend resources and strategies that will help support the student's learning process in class and at home.
- Work with the Programme Coordinator to prepare documentation for requisition of access arrangements (based on proper psycho-emotional diagnosis report from prescribed facilities only) for the Exams.

### **Accommodations/Access arrangements**

Accommodations/Access arrangements are changes in how the student accesses information or demonstrates learning. The objective of providing accommodations to students is to provide them with appropriate learning opportunities and/or multiple approaches to show learning. The goal is to remove barriers to education by ensuring that students with difficulties/disabilities are able to demonstrate their learning without being disadvantaged by standard assessment conditions.

For availing access arrangements, parents and students must provide the school supporting documentation as required by IB/CAIE guidelines for the same. This usually requires psychological/psycho-educational/medical examination that must have been undertaken no earlier than the previous academic year, from a psychological or medical service. These reports must state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification.

## **CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION**

### **MIDDLE SCHOOL/IGCSE/AS & A LEVEL**

At Candor, students appear for the IGCSE examination at Grade 10 level, hence all the accommodations provided are in line with the CAIE Handbook which is revised every year. All the students diagnosed with a specific learning disability, irrespective of whether they receive SEN support at school or outside, are provided with the access arrangements based on the psychologist's report and recommendations.

Access arrangements as defined by the CAIE handbook, refers to the pre-exam arrangements that allows the students to access the assessment and remove unnecessary barriers, without changing the demands of the assessments. All the documents and evidence are collated for each student.

The same are sent to CAIE for approval before the last date prior to the student sitting for their IGCSE Examination. For the May/June series, the last date is February 21st for the academic session. All the records are maintained from Grade 6 onwards and the psychologist report is updated every two years.

As defined by the Cambridge Handbook, listed below are the Principles of access arrangements.

#### Principles of Access Arrangements

- (a)** Access arrangements are pre-exam arrangements that allow students to access assessments by removing unnecessary barriers.
- (b)** Access arrangements must not give the student an unfair advantage over others.
- (c)** We will not allow access arrangements if they affect the assessment objectives. Before applying for your access arrangements, refer to the assessment objectives in the relevant syllabus.
- (d)** We assess all students according to the same marking criteria, so their grades and certificates have the same validity and are a true reflection of each student's attainment.
- (e)** If English is not the student's first language this is not a valid reason for an access arrangement.
- (f)** You are responsible for any costs for access arrangements except for modified question papers that we provide.
- (g)** The Head of Centre must make sure you follow the relevant regulations. If you do not do

this, it may be considered malpractice.

**(h)** A student may need an access arrangement in one type of assessment but not in another. You must decide whether the student needs to use the arrangements in all the assessments. They may not need the same access arrangements in every assessment.

**(i)** If the student's needs change after we have approved an access arrangement, you are responsible for making sure this does not affect the integrity of the exam. The student must not use an unnecessary arrangement.

**(j)** Any member of staff who helps students with access arrangements, for example, scribes or readers, must follow our Key Time and Full Centre Supervision regulations.

**(k)** The below roles may be performed by the same person, if required. The syllabus must allow the use of all the relevant access arrangements. The person performing these roles should not usually be the student's own subject teacher and must not be a relative, friend or peer, and should not have an 'interest' in the student.

- Human reader
- Scribe
- Practical assistant
- Prompter
- Colour naming assistant

Most common of these access arrangements include:

- Additional time to complete the work (mostly 25%, as per the needs of the student)
- Use of a reader
- Supervised rest breaks
- Separate invigilation
- Use of word processor with or without spell check

## **International Baccalaureate Diploma Programme**

Inclusive access arrangements in the IB Diploma Programme may be necessary due to:

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

These arrangements aim to promote equity by allowing students to demonstrate their learning under fair assessment conditions. Access arrangements, therefore, aim at ensuring that no student is put at a disadvantage by standard assessment conditions which prevents him/her from demonstrating their level of understanding. It is important to note that since assessment is an important part of teaching and learning, the access arrangements that a student is eligible for must be practiced not only in the IB formal assessment but in all in-school for formative and summative assessment.

### **Principles Underlying Access Arrangements [adapted from Access and Inclusion Policy published by IBO]**

- School should ensure that a grade awarded to a student in any subject is not a misleading description of the Student's level of achievement.
- The same standards of assessment should apply to all Students.
- The arrangements requested for a Student must not give that Student an advantage in any assessment.
- In the case of internal assessments, marks must always be awarded based on the Student's work in accordance with the assessment criteria. Other personal challenges, difficulties, adverse conditions, etc are irrelevant in this matter.
- Inclusive access arrangements are pre-examination measures to allow a Student to access the assessment that reflects their experience during learning. Hence, they must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.
- Schools must plan inclusive access arrangements for their Students based on the eligibility criteria as prescribed by the IB and teachers' observations of the Student in the classroom during classwork and tests.
- The inclusive access arrangements requested for a Student must be his or her usual way of working during his or her course of study.

## Requesting Inclusive Access Arrangements

Requests may be placed to the IBO by the Diploma Coordinator through IBIS as per the guidelines /eligibility criteria prescribed by the Access and Inclusion Policy issued by the IBO. It is the responsibility of the IBDP Coordinator to compile necessary documentation in liaison with the SEN department while making such requests. Such evidence is usually in the form of

- a psychological/psycho-educational/medical report or evidence from a language test for additional language learners, and
- educational evidence from the school

It is also mandatory for the school to obtain consent from the student [if he/she is of the legal age] or the parents/guardians before submitting the required documentation. All such requests have to be completed at least 6 months prior to the final IB written examination [Nov 15 is the deadline for candidates availing the May examination session].

The Table given below summarizes access arrangements available to IBDP students and whether they need prior authorization by the IBO.

For further details, refer to Access and Inclusion Policy, IBO.

Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes

Flexibility in examination location	Authorization required?
Separate room	No
Seating	No
Alternative venue	Yes

<b>Flexibility in presentation of the examination or input</b>	<b>Authorization required?</b>
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No

<b>Flexibility in method of response</b>	<b>Authorization required?</b>
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes

<b>Use of human assistance</b>	<b>Authorization required?</b>
Care assistant	No
Prompter	No
Communicator	No

<b>Use of human assistance</b>	<b>Authorization required?</b>
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour blindness)	No

<b>Non-standard flexibility for an individual student</b>	<b>Authorization required?</b>
Access to reasonable adjustment	Yes

### **Administering Access Arrangements**

It is the responsibility of the school to ensure that all guidelines and procedures laid out by the IBO are strictly followed while administering access arrangements for both in-school as well as formal IB assessments. The school should ensure that any perceived or apparent conflict of interest should be avoided while appointing required personnel for access arrangements; for example - the subject teacher or a relative or another candidate should not serve as a reader/prompter/scribe. It is also the responsibility of the school to ensure that all required technological and infrastructural support is available to the candidate while availing access arrangements during examinations.

### **Implementation and Review of the Policy**

The Inclusion Policy serves as a guiding document for all teaching staff, SEN department, members of Pedagogical Leadership Team and relevant parents and students. All new teachers are taken through this policy during their orientation process and refresher sessions on supporting students with inclusive arrangements are conducted every year. This policy is reviewed every year by a team composed of the SEN Coordinator, the Principal, and the Programme Coordinators.

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