



## **International School of Egypt Inclusion Policy**

The International School of Egypt IB Diploma Programme (IBDP) makes it available to all students from grades 11 and 12. The IBDP is aiming to offer a positive and healthy learning environment to meet learners' needs and encourage them to achieve the best results.

The International School of Egypt understands that:

- students have different social and cultural backgrounds and differ by their beliefs, traditions, and academic standing.
- all students with different educational needs should be supported by school staff in order to achieve their best potentials and personal targets.
- school qualified teachers should create and implement as many as possible classroom strategies and learning techniques to be able to satisfy the needs of **special educational needs** (SEN) students.
- SEN students should have an opportunity to be recognized and receive support and guidance from the school staff.
- A clear and consistent communication process should be established between IBDP staff and SEN students/parents.



The International school of Egypt follows the IB` s philosophy on inclusion through using IBDP standards and practices:

- The school supports access for students to the IB programme(s) and philosophy.
- The school develops and implements policies and procedures that support the programme.
- The school provides support for its students with learning and/or special educational needs and support for their teachers.
- Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.
- Teaching and learning differentiate instruction to meet students' learning needs and styles.

### **Admission**

Students are admitted to IBDP based on:

- students' grades for the previous school years.
- admission tests in Math and English.
- interview with the students and their parents.
- Teacher recommendations for transfer students.

For more details refer to the Admission Policy.

According to the above statements, students might not be admitted to the IB DP if a special SEN support is required that cannot be provided by school staff.



## **Special Educational Needs in IBDP**

The International School of Egypt focuses on identifying SEN students as early as possible. If students have special educational needs, their subject teachers should create, implement, and follow up on special educational plans and differentiation strategies to achieve their learning goals. If students need educational support in any of the core subjects, they should contact their subject teachers. Subject teachers are required to give extra lessons to the students with educational needs during their free time (lunch break or study

hall lessons)

If all steps above are not successful and the student is still facing learning difficulties, a meeting with the student and his/her parents should be scheduled. In some instances, a student may be advised to withdraw from the full diploma program and transfer to the American Diploma Program. They still have an option to take the IB courses. The decision to do so is made in consultation with a student's parents, teachers, school counsellor, and the DP Coordinator.

The IB offers support to SEN students.

The International School of Egypt is allowed to make the following arrangements without IB authorization based the IB Access and Inclusion Policy:

1. A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.



2. The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).
3. An assistant, if necessary, a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
4. A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.
5. A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization from the IB Assessment centre.
6. If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
7. Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
8. For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization from the IB Assessment centre.
9. A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs, and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
10. A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological, or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other



candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper, or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.

11. A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance.
12. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper or script. The prompter should be familiar with the candidate's behaviour so that he/she knows when the candidate is off task. The candidate should be familiar with the kind of prompt that he/she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his/her work. The candidate should not feel as though he/she is under pressure or scrutiny.
13. At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorization from the IB.



If SEN students need to get extra time for one or more IB DP exams, The International School of Egypt should make the following arrangements requiring authorization based on the IBDP Access and Inclusion Policy:

A request for special educational requirements should be sent 6 months before the exam session.

IB DP Coordinator should state the areas of concern, for example: mental health, anxiety, physical or medical conditions. Student and parent approval should be received by the IBDP Coordinator.

The International School of Egypt should send to IB the following documents:

1. The student referral to the college counsellor.
2. The IB counsellor should administer a student test in the area of concern. This test should be created by the school.
3. IB should receive the test scores.
4. At least one evidence of unsuccessful student's work in one subject only. The work should be written in English with teacher instructions.
5. Teacher feedback on the piece of work.
6. Evidence of providing extra support related to student learning needs and the reason why the support did not work.
7. Detailed teacher observation and evaluation of student educational learning needs and academic performance in the subject.

**The following steps are also acceptable:**

- Evidence of records from a previous school about the special assessment arrangements.
- Anecdotal observations from the school, for example: correspondence from a class teacher or school counsellor.
- An individualized educational plan (IEP)



### **Procedures at the International School of Egypt for offering the IB Support.**

1. The DP Coordinator communicates with the school community about the importance of inclusion and supports the students with special educational needs. It's done through information meetings with students and parents. They should be aware that they can send a request for SEN support if they observe their children need it.
2. The DP Coordinator explains to staff and promotes the philosophy of inclusion program through information meetings and workshops. All staff should be aware of ISE SEN Policy procedures.
3. The DP Coordinator should be notified by DP Teachers if they feel a student has special educational needs.
4. DP Coordinator will communicate with the student and his/her parents and clarify the types of IB support that can be given to the student.
5. If the student and his/her parents agree to proceed, the school counsellor should be informed and meet with the student and parents.
6. The school counsellor should suggest the outside medical services where the student can be tested.
7. The student's teachers should submit a piece of the student's work with their comments that might indicate the suspected learning difficulties.
8. The outside medical investigation and student's work sample should be sent to the IB.
9. The IB will make the final decision if accommodation can be granted.

### **Policy Review**

This policy will be reviewed annually. The Leadership team and IB Teachers will review the implementation of the policy in classrooms and throughout the school on a regular basis.



## References

- *Candidates with Special Educational Needs*, International Baccalaureate
- *Diploma Programme: Principles into Practice*, International Baccalaureate
- *Special Educational Needs Policy*, Highland Secondary School, British Columbia, Canada
- *Learning Diversity in the IB Programmes*, International Baccalaureate
- *Middle Years Programme: Principles into Practice*, International Baccalaureate
- *Special Educational Needs Policy*, Queensland Academy for Creative Industries, Queensland, Australia
- *Special Educational needs Policy*, Tamagawa Academy, Japan
- *The IB Guide to Inclusive education: a resource for whole school development.*
- *Candidates with Assessment Access requirements*, International Baccalaureate.
- *Meeting Student Learning Diversity in the Classroom*, International Baccalaureate.