

Learning Diversity Policy and Procedures

ROTTERDAM INTERNATIONAL SECONDARY SCHOOL

Revised and approved January 2022
Next revision: 2024

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Policy – Sources of Information

This policy has been informed by the following official documents:

- "Academic Integrity in the IB Educational Context". IBO, 2014, 2016
- "Handbook of procedures of the Diploma Programme 2017", IBO, 2016, 2017 d.
- "Diploma Programme Assessment Procedures", IBO, 2018, 2019
- "International Baccalaureate Diploma Programme A Guide to Assessment," IBO, 2014.
- Pearson International Level 3 Business Specifications, 2020
- IBO's Mission statement and Philosophy.
- IB Learner profile and RISS IB Learner Profile Plus
- RISS Vision, Mission and Values
- RISS Teaching and Learning Policy
- Learning Diversity and inclusion in the IB [Programmes](#) (2018)
- IB Programme Standards and Practices (2020)
- What is an IB Education? (2017)
- Cambridge Assessment International Education - Access Arrangement 2022
- Wolfert Care Plan Policy
- RISS Privacy Policy
- RISS Data Protection Policy

The current policy is also associated with the RISS Admissions Policy, the RISS Language Policy, Staff Code of Conduct, Wolfert Student Charter, Council of International Schools (CIS) and The New England Association of Schools and Colleges (NEASC).

Mission, Vision and Core Values

This Learning Diversity (LD) policy is born from the need to respond further to our vision for "Educating for self-awareness, curiosity and integrity in a changing world" and contribute to embedding our mission "for every student to enjoy their youth" within our central business: learning and care. The Policy defines the provision, type, and restrictions for the delivery of learning diversity offered in our school.

Our Learning Diversity Programme (LDP) expands the capacity of the school to respond to some individual educational needs. The RISS comprehensive model combines

academic tutoring, study and organisational skills, guidance, and socio-emotional support to address the needs and interests of a student.

Learning Diversity can be defined as understanding and respecting each student as being unique, in their cognitive, academic, physical, social, and emotional needs. The Learning Diversity Department ensures the school's responsiveness and action in this field with targeted approaches. Our aim is to aid students to develop or enhance the skills and strategies that enable them to have a sense of achievement.

Principles of Inclusion

RISS seeks to be as inclusive as possible within its means, expertise, and funding. The goal of inclusion is to provide meaningful and respectful learning opportunities that promote self-confidence and a sense of belonging in the community. This ensures that all students - who are entitled to a support plan - are fully and effectively assisted.

As a school, we embrace a holistic, child-centred approach, that celebrates the diversity of our learners and embraces the gifts each child has. We have high expectations of our students and inspire them to strive for personal excellence. As an inclusive school, we understand the neurodiversity of our students and recognise that some students need extra support academically, socially, or emotionally, while others are better equipped to pursue academic successes with a greater degree of independence. This policy will outline the provision for those students who require support with their learning and those identified as needing extension.

Our philosophy is that inclusion best practices always drive our policies and provisions. This makes our provision an evolving and rapidly changing one as we learn more via research and studies about the issues affecting our children's education.

Wolfert Care Plan Policy

RISS adheres in principle to the philosophy and actions promoted within the student learning plans for students in need of different educational approaches within Wolfert and BOOR. However, our distinctive offer requires readjustment due to the differences in students' profile, type of cohort, curriculum in offer, instructional methodologies, and international expectations of good practice for students.

Programmes of study

RISS offers a bespoke curriculum in Grade 6 to Grade 8 that aims at preparing students with competences, skills, and transferable knowledge that they need now and in the

future for their studies and their life beyond. In grade 9 and grade 10, the school delivers courses from Cambridge International General Certificate of Secondary Education and in grade 11 and 12, the school is accredited to teach the international baccalaureate Diploma Programme (IBDP) and the IB Careers-Related Programme (IBCP) (September 2022). During the whole process, our aim is to monitor, assist and act where it is established that students will benefit from a different approach to improve their chances to progress and feel confident within their years at RISS.

Learning Diversity Department

The Learning Diversity department at RISS is dedicated to creating a welcoming learning environment that promotes the development of individual learners so they can succeed holistically.

Our guiding statement

- Recognising that students have their own challenges and needs.
- Collaboration is essential in ensuring student success.
- Knowing our students and our curriculum at a deep and conceptual level. This combined knowledge aids to provide appropriate levels of challenge for each student.
- Strengthening student self-esteem as an essential part of students' learning and well-being.
- Developing students' awareness and knowledge about their own needs and have the confidence to self-advocate.

Our practices

- Focus on how children learn and support students in learning how to learn.
- Commitment to a collaborative, team approach in which the student, family members and educators are involved.
- Keep expectations high, so students consistently learn and develop.
- Seek best practice that provides the best possible provision for our students.
- Identify strengths/difficulties, so appropriate and fair inputs are given to students to facilitate progress.
- Provide extra support and develop strategies to help students overcome their difficulties.
- Celebrate successes.
- Listen carefully to what students have to say about themselves and their learning and where appropriate and necessary to share this with key stakeholders.
- Oversee assessments of students identified by the Learning Diversity department and to monitor individual progress.
- Keep comprehensive and on-going records of students' progress including

Individual Education Plans (IEPs) and Student Support Plans (SSPs) confidential.

- The Learning Diversity team works together and maintains regular communication with subject teachers, families, and external professionals within the RISS community to foster the development of all our students.
- Support students as they develop the skills to increase responsibility for their own learning.
- Encourage metacognition within students, so they can create meaningful learning goals and reflect upon their progress.
- Ensure that age- or/and stage-appropriate resources are available for students with temporary or long-term additional needs.
- Work closely with other departments to ensure those who struggle with a learning difference and need extension are given the provision they require.
- Understand multicultural perspectives of Learning Diversity. This means to act and explain to families the benefits of a different offer when students' progress and achievement may need additional and targeted support.

Admissions Process and LD support

Prior to being admitted to the school, the Head of Admissions, after consulting with the Heads of section/Deputy Principal, will inform the Head of Learning Diversity if there is any mention in the applicant's OpenApply file of the individual student having any special needs or having ever received any learning support. Parents must clearly state the needs of their child, failure to do this may result in a place not being offered and if this is found at a later stage, the school may request the students to look for another school. This also relates to students who have received gifted and/or talented intervention.

The Leadership team, Head of Admissions and Head of Learning Diversity will then decide on the extent of the student's learning needs and the support they require.

If the student is offered a place at the school, s/he will then automatically be placed on the school's Learning Diversity Register and monitored closely throughout his/her time at the school to ensure that any needs are being met.

Primary Transition

To help with the transition of students receiving learning support from feeder primary schools to secondary the following process takes place:

- In January, The Head of Foundation at RISS and the LD team meet with the primary LD teachers to discuss each student in terms of strategies to support.
- Records and notes from primary are passed to secondary.
- If either the primary or secondary have any concerns, further meetings and/or school visits can be arranged, this includes meetings with parents.

- This visit also discusses students who require extension and identified as Gifted and Talented.

IBDP, IBCP and Cambridge IGCSE Formal Examinations - Special requests

For our Cambridge IGCSE and IB Diploma Programme students in need of special considerations, the process to approve such modifications takes time in terms of its applications, administrative delivery, and preparation. It necessitates more than a year, so parents/guardians are advised to consider this need during students' pre-exam years. These two organisations take this step very seriously and a great deal of official documentation is required for them to recognise and approve specific arrangements. Families need to notice that it is these three bodies that decide in the end, if this is applicable for specific students, not the school.

As students sit Cambridge IGCSE or IB exams the following examination accommodations may be implemented when appropriate and officially established. Please note that the two organisations work differently with support provision. Our Heads of Learning Diversity will communicate this specifically to families during meetings:

- Prompter for those with attention difficulties.
- Candidates that normally use an aid such as colour overlays or headphones.
- Naming of colours for those with colour blindness.
- Print on colour paper
- Additional time
- Scribe
- Reader
- Word processor including for those with difficulty with their handwriting.
- Assistive technologies

Learning Diversity Provision (LDP)

Type of Support

Curriculum and pastoral areas and the LDP work as a team to ensure maximum educational benefit for students with a variety of abilities, skills, and talents. The short-term goals for students may include preparation for tests, homework completion assistance and in-depth review of classroom materials. Long-term goals include development or reinforcement of skills leading to life independence including study and organizational dispositions, developing attention and focus skills, encouraging self-advocacy skills and healthy self-esteem.

Learning diversity support may be provided when a student is experiencing difficulties in areas such as:

- Literacy
- Numeracy
- Self-management
- Study skills
- Thinking skills

We also support students who need support with:

- Social and communication skills
- Fine motor skills

The LDP department in consultation with families, tutor and Head of section will determine an appropriate assessment to establish the level of difficulty and configure a learning plan to be implemented and shared with key stakeholders (see page 13 below on levels).

What the school supports

RISS provides stages of support for students with different learning needs including those who have been diagnosed. It is important to note that a diagnosis is not required to receive support.

The learning needs the department works with are:

- **Dyslexia**, learning difficulty that can cause problems with reading, writing and spelling. Formal assessment is required to establish if RISS can allocate a provision.
- **Dyspraxia**, difficulty with fine and gross motor coordination skills. Students may also struggle with executive functioning and their working memory. Formal assessment is required to establish if RISS can allocate a provision.
- **Specific numeracy difficulty**, learning difficulty that can cause problems with numeracy, i.e., math-related skills. Formal assessment is required to establish if RISS can allocate a provision.
- **Mild ASD, Autism Spectrum Disorder**: students need support with social communication and interaction, anxiety, organisation. This is a spectrum condition, at RISS we can support students who only have a mild need.
- **Mild ADD/ADHD** Attention Deficit Hyperactivity Disorder. This is a spectrum condition, at RISS we can support students who only have a mild need.

Extension

At RISS, teachers differentiate for the unique abilities of their students. This includes those students who need extension from the core curriculum. This extension is based on each student's needs, with the aims of challenging students through making connections

with other subject areas, deepening critical thinking, furthering skills development, and advancing knowledge. As a school, RISS understands the importance of creating a rich learning environment that allows each student to develop their curiosity for learning and advance their natural talents.

Extension - Actions

At RISS, teachers understand the importance of the developmental process, and thus provide tailored opportunities to allow for advancement in both skills and knowledge. Students are encouraged to be independent in their learning and critical in their thinking. These learning opportunities are not extra work, but rather differentiated work for these able students that can take a multitude of forms. Students are identified by their subject teacher and a record is kept on Magister, this helps teachers understand the need for a different curriculum, educational and/or pastoral approach. In this scenario, individual teachers determine an effective course of action with provision.

The school currently provides education to students with exceptional performance in other non-academic areas, such as sports, where they may require flexibility with schooling. To be part of this programme, the school requires parents to produce appropriate valid evidence and/or the school will need to formally assess students to ascertain the extent of their exceptional performance. This will include academic profile, work-ethic, attendance/lateness, social skills, oral/written communication, previous school report and formal assessments.

Please note that this programme comes with an excess to pay, i.e., additional charges that are agreed within a contract. Furthermore, the school reserves the right to discontinue the service as per specified in the contract and it is not available year on year due to staffing constraints.

Restrictions

In order to maintain an effective and meaningful provision the Learning Support aims to serve 15% of the student body. This is in response to student numbers, staffing, funding, and expertise. This balance approach ensures that we can adequately meet each student's individual needs and keep to a 1:20 Learning Support teacher to student ratio.

It is our intention to support three Level-2 students per grade on average. At present we are unable to provide placements to students who require an intensive level of support or require emotional and behavioural support due to not having yet the necessary alternative vocational curricula or therapeutic intervention. The Dutch Education Services has an extensive service and provision for demanding and specific learning needs.

Referral process

Identification

The Learning Diversity team aims at continually and systematically observing and monitoring the progress of all students in the school within classrooms, via standardised and/or diagnostic assessments and training/advice on methodologies to practitioners to offer the best possible scenarios for students to progress and feel fulfilled.

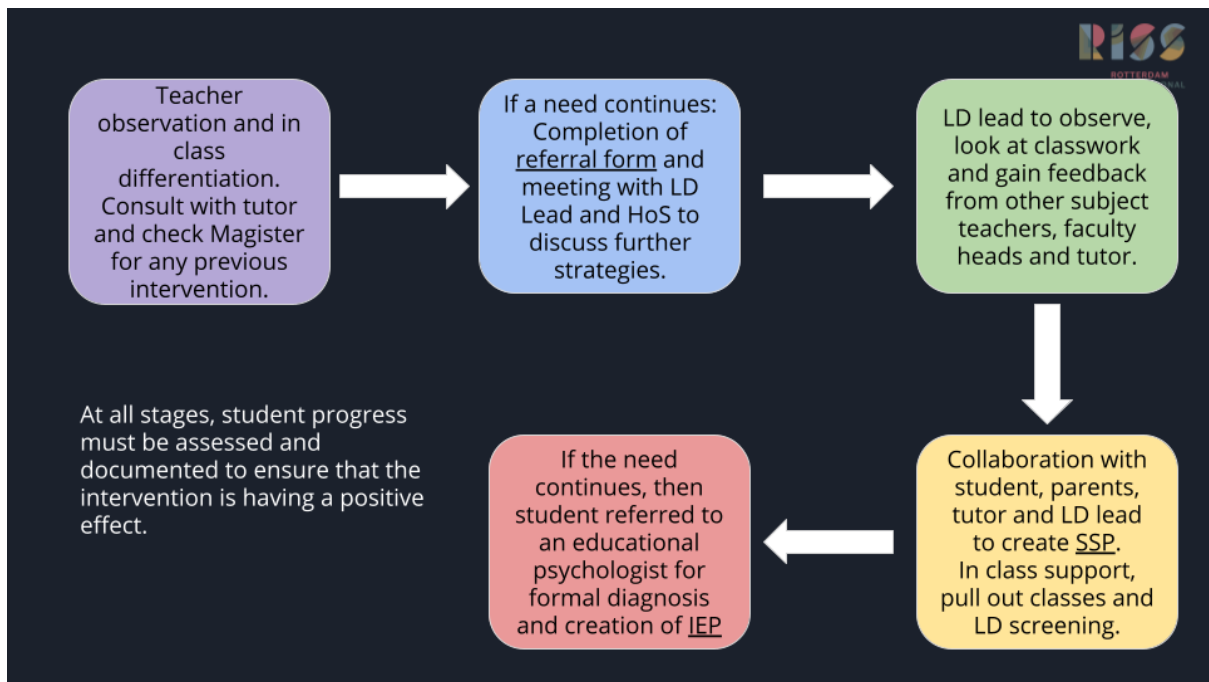
Teacher referral process

1. If a teacher has a concern about a student, they will observe him/her in class and try different differentiated strategies for support, improvement, and analysis. The member of staff will place a note in Magister.
2. If after three weeks, the intervention is not helping the student, the teacher will inform the tutor and Head of Section/Deputy Principal of the need to complete the official Student Referral Form, which is then submitted to the LD Coordinator. For a student to be referred, it is important that this form is completed.
3. A meeting will then be held with the LD Coordinator to check on current approaches, concerns and identify further new differentiation strategies to continue with action and observation. During this process, the tutor and the Head of Section are also involved and informed.
4. If despite these remedial attempts the situation persists, the Head of Learning Diversity will observe the student in class, look at class work and gain/seek feedback from all subject teachers and tutor for a formal and official assessment.
5. The LD Coordinator will document the observations and add them to the student file.
6. Parents will then be invited by the Head of Section/Deputy Principal to a meeting with the Head of LD and tutor to discuss the student's progress and the appropriate actions taken and next step(s). A Student Support Plan (SSP) will be created which documents agreed interventions and strategies. This may (but not restricted to) include in class or pull-out support.
7. A parent permission form may be sent home to start the assessment process from the Learning Diversity team. The Learning Diversity Lead might screen the student for basic cognitive skills and in Literacy and Mathematics with recognised screening assessment instruments to determine the extent of the student's needs, if necessary. The LD department is only capable of screening for needs. **Our evaluation does not replace a formal assessment by an educational psychologist, which can be requested as per item 6.**
8. If the student continues to struggle and the screening process shows a possible learning need, parents may be recommended to see an educational psychologist

for formal testing and advice on more targeted and specific strategies/provision to support within the educational setting.

9. The student's subject teachers may be required to fill in additional questionnaires by the educational psychologist if formal testing is to take place. The Head of LD will manage this process.
10. If a learning need is found, then on completion of the educational psychologist report an Individual Education Plan (IEP) will be completed which will be made available to all staff members that work with that student under a need-to-know basis.
11. Parents and the student will help to create the IEP and to give their signed approval.
12. This IEP will be reviewed annually.
13. The Learning Diversity team will have regular consultations with the student, subject teachers of the student, Coordinators, school Principal and the student's parents throughout the Learning Support process, which will be documented.

The following flow chart shows the process specifically.



N.B. It is not necessary to refer students already on the Learning Support Register each new school year. There are many reasons for referring a student to Learning Support, the most obvious ones being that the student is experiencing difficulties in academic subjects.

Levels of Need

At Rotterdam International Secondary School, we can support students with mild to moderate learning needs. The tier system we have in place covers the following two levels of support:

Level 1 Support:

- Consultative support from a learning specialist.
- Monitoring student performance
- Assistive technology
- Co-taught classes in core subjects.
- Study and organisational skills support
- Exam accommodations

Level 2 Support:

- Support classes in core subjects.
- Small group or individual instruction.
- Maths and literacy
- Social Skills support.
- Study and organisational support.
- Assistive technologies.
- Formal accommodations.
- Curricular modifications.

Entry and Exit of Learning Support

Identification of students who require Learning Support is based on those who are not obtaining the expected success in the programmes of study. Investigation and evaluation for possible learning difficulties are completed once differentiation strategies in the mainstream classroom have been implemented and are seen not to be effective.

All students admitted on to the Learning Diversity register are treated on a case-by-case basis by the Learning Diversity teaching team. Baseline data is obtained before Learning Diversity programmes of interventions are carried out and regular evaluation of effectiveness are implemented.

Students will normally be exited from Learning Diversity when they have fulfilled their Student Support Plans and:

- Reach their potential and are achieving at the appropriate level.
- Demonstrate strategies that enable them to negotiate their own learning with confidence and joy.
- Show effective self-advocacy skills, to be able express to their subject teachers

their learning needs.

Our inclusion programme: arrangements and strategies

The strategies used are many and are changeable to match the needs of the individual student. Strategies employed to help students who require Learning Diversity may include:

- One-to-one or small group intervention to teach literacy, numeracy, study skills and self-management skills.
- Differentiation by task (including differentiated homework).
- Differentiation using accommodations prescribed by the student's IEP.
- Setting individual targets: these should be clearly defined and made measurable in the student's IEP.
- The Learning Diversity teacher may attend regular classroom sessions to give support to those students with identified learning difficulties.
- Drop-in study sessions for exam classes.
- Learning Diversity teachers collaborate with mainstream teachers to differentiate and plan.

A variety of arrangements as well as extra academic and non-academic supports are offered. They may include:

- content presentation (alternate modes of access to content such as are auditory, multi-sensory, tactile, and visual).
- student support (completing activities, assignments, and assessments in different ways) or reducing, simplifying, or changing the subject content in consultation with subject teachers.
- setting and environment review.
- timing and scheduling review.

On occasion, the student's needs may be such that they cannot receive the help they require in the mainstream classroom. For example, a student with dyslexia may require an individualised spelling and reading programme that is catered to by a specific teaching methodology. In this case, options for students to be withdrawn from class include:

- Withdrawal from class on a 1:1 basis
- Withdrawal from class on a small group basis
- Individual cases when curriculum modifications (reducing, simplifying, or changing the subject content) may be necessary are decided on a case-by-case basis and if spaces are available within the service.

All the above only occurs under the approval of the Heads of Section/Deputy Principal, Head of LDP and family.

Individual Education Plan and Student Support Plans

For students who have learning needs, either an [Individual Education Plan \(IEP\)](#) or [Student Support Plan \(SSP\)](#) will be created. Both IEP and SSPs are working documents that are reviewed regularly and can be found in magister. The aim of both documents is to create a student centred, shared learner profile of the student with teachers, parents, and outside agencies.

Both plans focus on:

- Strengths and challenges
- Targets
- Support including modifications and accommodations (see below)
- Strategies to support both at home and at school
- When targets will be evaluated
- Outside agencies

The IEP is often in more depth with three or four targets and includes a diagnosed learning difference. The SSP is for a student who is struggling and needs support but does not have a diagnosed learning difference.

IEP Annual Review

Once an IEP is created and targets set, it needs to be reviewed and adjusted at least once a year to match the needs of the student. These reviews involve the student, parents, teachers, Head of Section, Learning Diversity staff and, where appropriate, outside agencies. It is a collaborative meeting, where the student's views, as well their goals and aspirations are voiced.

Before a student's Annual Review, the student will meet with one of the Learning Diversity team to discuss progress and thoughts. A questionnaire will also be sent to parents and teachers to gather feedback before the meeting takes place.

Access arrangements for students with an IEP

The basic form of arrangement at RISS is teachers' differentiated provision for students: **differentiation**. All our teachers are committed to identifying and helping students via a variety of strategies that enable them to progress and feel more confident with content, concepts, and skills.

Modifications are changes in what students are expected to learn. These are employed when a student is unable to meet the requirements of the curriculum, or they have already met these expectations. Modifications can be administered on the instructional, content and performance level. At RISS, modifications are seldom used as the differentiation practices employed in the classroom are normally sufficient. However,

when they are used, they are placed on the student's IEP/SSP.

Accommodations are changes in how a student accesses information or demonstrates their learning. Accommodations do not change, alter, or lower expectations of the curriculum or what an assessment measures. These inclusive access arrangements can be awarded to students to reduce their barriers to their learning and thus demonstrate their true ability, without being given unfair advantages.

For IB Programmes and Cambridge IGCSE see section on page see pages 7, 25 and 27.

Suggested Contacts for External Professional Assessments

We have a list of local outside professionals that may be able to do formal psychological educational evaluations. Please contact Ms Swart directly msw@wolfert.nl

Glossary of terms used:

- **Annual Review:** A yearly review of students that are documented as having a Special Educational Need.
- **Assessment Accommodations:** 'To reflect the IB's inclusive approach to education.... the IB believes that all candidates be allowed to take their examinations under conditions that allow them to demonstrate their skills and knowledge adequately' (IBDP handbook 2014 p.1)
- **Differentiation:** Strategies which help teachers meet the needs of all students within one classroom.
- **Outside Agencies:** Professionals who work in the education field e.g tutors, therapists, counsellors, doctors, psychologists.
- **Learning Diversity:** A support programme established to help a student who has learning difficulties which requires additional educational provisions. A student has learning difficulties if he or she has significant difficulties in meeting the requirements of the curriculum or has a disability which either prevents or hinders the student from making use of educational facilities of any kind for students of the same age.
- **Learning Diversity Register:** A database where LD records are stored confidentially.
- **RISS** Rotterdam International Secondary School.
- **Special Educational Needs (SEN)** is defined as an education that addresses the students' individual differences and needs.
- **Inclusion** is a process that increases access and engagement in learning for all by identifying and removing barriers. RISS believes that providing an inclusive education values positive reinforcement to everyone's unique needs and counteracts the marginalization of students because of their differences.
- **Individual Education Plan:** A working document that is student centred and is created with the student, teachers, parents, and outside agencies and includes agreed goals and strategies to aid the progression of a child with a diagnosed learning difficulty.

- **Intervention:** A programme or strategy to support a student's learning.
- **Student Support Plan:** A working document that is student centred and is created with the student, teachers, parents, and outside agencies and includes agreed goals and strategies to aid the progression of a child who is struggling to achieve at their grade level.

Annexes

1. Individual Education Plan
2. Student Support Plan
3. Access Arrangements for the IGCSE Exams.
4. Overview of IB DP accommodations for those with learning needs and additional language learners

1. Individual Education Plan

Student name:	D.O.B:	Meeting date:
Tutor:	Primary language:	LD Teacher:

Medical history:	Additional Services outside of school:	Previous testing/background:
Student input:	Parent input:	School input:

Strengths:	Concerns:
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Interventions:

Need:	Strategy:	Review:

Accommodations and modifications:

Use of prompter	Give step-by-step instructions	Give extra time on assessments	Assist with reading directions
Use of sensory equipment	Verbal option for written tasks	Provide visual prompts	Use of assistive technologies
Use of overlays for visual stress	Provide a quiet area for study/reduce extraneous noises	Enlarge font/spacing on assessments	Do not penalise/mark for poor spelling or

			handwriting (Dyslexia)
Allow to type assignments	Provide a scribe for assessments, or other assignments	Give extra thinking/waiting time for responses	Allow/encourage first reference in native language

Signature (Student):

Signature (Parent):

Signature (LD Staff):

2. STUDENT SUPPORT PLAN

Student name:	D.O.B:	Meeting date:
Tutor:	Primary language:	LD Teacher:

Medical history:	Additional Services outside of school:	Previous testing/background:
Student input:	Parent input:	School:

Strengths:	Concerns:
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Need/Goal:	Strategy:	Review:
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Signature (Student):

Signature (Parent):

Signature (LD Staff):

3. Access arrangements for the IGCSE Exams for those with learning needs

Some students may face barriers to exams due to illness/disability or learning difficulties. Access arrangements are pre-exam conditions put in place to remove these barriers and allow for students to succeed in their exams.

Access arrangements typically fall into two categories:

- Access Arrangements (extra time etc) - You just need to inform CIE if these are to be used.
- Modified Exam Papers - these need to be applied for prior to the exam.

Applying For Access Arrangements

In order to apply for access arrangements a referral form must be completed and sent to the exam board and sent by the due dates noted below:

Arrangements required (form linked)	Due date for May/June 2020 exam series	Due date for October/November 2020 exam series
Access Arrangements	21st February 2021	21st July 2021
Modified Papers	21st January 2021	1st July 2021

It is worth noting that no evidence needs to be provided to Cambridge when applying for access arrangements or modified papers, however, any evidence supporting the application for any arrangements must be kept until certificates are issued. The exam board may request this evidence at any point in time up until the issuing of certificates. If the appropriate evidence cannot be provided when requested, then the request may be refused and may bring up some issues of malpractice.

Types of Access Arrangement:

We are currently able to offer the following access arrangements:

- Extra time 25% - Additional 25% time added on to each of the candidates' assessments (excluding listening exams)
- Extra time over 25% (in cases of multiple/major impairments) - Additional time above the usual 25% when absolutely necessary (this will be assessed based on the candidates need).
- Exam reader - A human reader, in a separate exam room, may be provided for candidates with visual impairments or other difficulties meaning that they are unable to fully read questions for themselves.
- Colour namer - A reader who is able to differentiate colours for a candidate with colour blindness.
- Prompter - An invigilator can give gentle prompts to candidates with attention difficulties.

- Use of word processing software - In cases where candidates may struggle to hand write their answers to questions.
- Selected Positioning - Can be used by candidates with either specific medical needs or attention difficulties to minimise distraction during an exam.
- Supervised rest breaks - For candidates who have a medical need requiring them to have a regular break.

Any other specific arrangements may be requested on a case-by-case basis.

4. Overview of IB accommodations for those with learning needs and additional language learners

All accommodations need to be the usual way of working for the student.

There are a few accommodations that do not need to be approved by the IB. That means that we do not have to collect evidence and apply to the IB to put these into practise. However, they still need to be agreed by the IB Coordinator and LD Lead. They will also need to be on the student's SSP (Student Support Plan).

Accommodations that do not require approval by the IB (for LD students):

- Prompter for those with attention difficulties.
- Candidates that normally use an aid such as colour overlays or headphones.
- Naming of colours for those with colour blindness.
- Rest breaks for those with medical conditions requiring them.
- Sitting near the front in exams.

Other accommodations do require evidence and application to the IB. The evidence is collected over several months and includes:

- Up to date paperwork from a psychologist or medical practitioner,
- Individual Education Plan
- Evidence showing the benefit of the accommodation i.e. a sample of work that the student has completed without accommodations and one with.
- Completion of tests completed by the LD department showing a difficulty in spelling, processing speed etc.
- Letter from IB Coordinator and LD Lead.

Accommodations that need approval from the IB (for LD students):

- Print on colour paper
- Additional time (for L.D and A.L.L)
- Scribe
- Word processor including for those with difficulty with their handwriting.
- Speech recognition software
- Reasonable adjustments for students who may have social phobia. For example, in an oral exam, instead of a whole class presentation, the presentation can be just to the teacher.

Accommodations for additional language learners are as follows:

As an additional language learner, a candidate may be authorized 25% extra time for written examinations if there is:

- evidence of a composite score from a standardized language test that indicates language ability that is below the level defined as linguistically competent (CEFR via Off2Class testing the beginning of grade 12) in speaking, listening, writing, and reading, or in reading and writing
- educational evidence from the school that clearly states that the candidate receives language support and that the arrangements requested are the usual way of working (an extra EAL lesson per week).

Extra time will not be authorized for the five minutes' reading time that precedes written examinations. Extra time for different challenges or circumstances is never cumulative. It is always only the largest requirement that applies. For example, a candidate cannot be granted 25% extra time as an additional language learner as well as 25% additional time for their reading challenges, to double the total additional time to 50%.

The extra time is primarily authorized for the repeated use of a bilingual dictionary during written exams.

