

## Inclusive Education Policy

All IB 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.*” (IB mission statement)

### Introduction and purpose

In Vardafjell Upper Secondary School we believe that each student belongs to the classroom community and needs to feel cared for, trusted, understood, valued and safe. We believe that all students should have the opportunity to feel successful. Hence an Inclusive education policy that is in use is an essential part of our responsibility as an IB world school. To take care of all our students, we want to specifically mention that also students with high learning potential will need inclusive education in school for teaching to be fully inclusive.

This policy should be read in conjunction with Access and inclusion policy (2018), *Special educational needs within the International Baccalaureate programmes, Candidates with assessment access requirements (2014), Learning diversity within the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes (2010), The IB guide to inclusive education: a resource for whole school development (n.d) and Diploma Programme Assessment procedures 2020 section B5 Inclusive access (2019).*

The purpose of this document is to

1. Communicate to all stakeholders in our IB community – administrators, teachers, students, and parents/legal guardians – the programmatic expectations for creating and maintaining an inclusive educational environment for all learners as required by the IBO.
2. Provide clear guidelines to all stakeholders by defining appropriate vision, goals, and practice in the context of the IB Diploma Programme at Vardafjell Upper Secondary School.
3. Establish clear responsibilities of all stakeholders.
4. Outline the various accommodations and support opportunities that are available to students and teachers both in class and linked to the final assessments, oral and written.



All students are highly valued at Vardafjell Upper Secondary School regardless of their talents, abilities and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnicity, impairment, attainment and background. The main focus of our school, for both the IB Diploma Programme and the national curriculum, is that all students should be guided as needed to help them reach their full potential in any subject they choose to study.

All students experiencing academic and/or behaviour difficulties may not have a disability or require special education to meet their individual educational needs. In many cases, modifications to the regular education program will address a student's particular needs without resorting to evaluations or special education services.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It's about responding positively to each individual's unique needs instead of marginalizing students because of their differences. At Vardafjell Upper Secondary School, we recommend inclusion approaches that practice differentiation through identifying a student's learning style, scaffolding their learning, and differentiating the approaches and tasks in order to develop the student's true potential and achieve agreed goals with the most effective strategies. In addition to help from specialists, we believe collaborative planning by all teachers who are part of a student's education anywhere along the learning process is the best way to support students with learning challenges.

Vardafjell Upper Secondary School supports the policy of the IBO regarding students with learning support requirements and assessment access requirements: *"The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized"* (Diploma Programme Assessment procedures 2020 section B5.1 Inclusive access (2019)).

Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions
- additional language learning



This document is designed to provide stakeholders *“with information about the arrangements available for candidates with learning support needs during their preparation of work for assessment and in their written examinations. There is no intention to provide guidance on teaching methodology or resources”* (Candidates with Assessment Access Requirements, 2014).

## Stakeholders

Vardafjell Upper Secondary School is a state-run, publicly funded school. The inclusive education policy will therefore apply to: regional education office (Rogaland County, RFK), school head, school leadership team, school IB coordinator, school counsellors, personal tutors, teachers, students, parents/guardians and non-teaching staff in contact with students.

## School Philosophy and Inclusive Education

The school’s philosophy on inclusive education is aligned with the school’s mission statement:

*“At Vardafjell Upper Secondary School we prepare our students for the challenges of the future in a safe and active school environment. With a broad offer of study options with international focus we are opening the doors to the world outside”*

We regard inclusive education as a continuing process which involves:

- Increasing educational opportunities and achievements for all learners, irrespective of their particular needs, circumstances and disabilities
- Taking positive steps to overcome discrimination and barriers to learning
- Ensuring that the needs of individual learners are effectively met

We strive to:

- Meet the diverse educational needs of all students, from students with learning disabilities to students with high learning potential
- Define the roles and shared responsibility of each stakeholder
- Define the structures and systems needed to support all students
- Monitor our practices and adjust for success
- Manage our resources effectively and efficiently
- Seek out and provide professional development opportunities targeted at meeting the educational needs in the IBDP classroom



## Inclusive Education Goals:

The goals of the Inclusive Education policy are to:

- adhere to national, state, and local laws regarding the special needs of students
- ensure that the special needs of our IB students are identified early, assessed, and provided for
- assist IB students in accessing all elements of the IB curriculum
- ensure that the IBDP program at Vardafjell Upper Secondary School will adhere to the rules and guidelines for inclusive assessment arrangements as set forth by the International Baccalaureate Organization (IBO)
- ensure that the IBDP program at Vardafjell Upper Secondary School will provide guidance to students with inclusion needs to help them make informed decisions concerning participation in the IB Diploma Program
- ensure that the IB coordinator immediately sends a “Request for inclusive assessment arrangement” form to the IBO through IBIS for any student with special needs that is enrolled in an IB course. Once the IB coordinator learns of the decision of the IBO, the student, parents/guardians, personal tutors and teachers involved will be informed

The IBDP coordinator will apply for inclusive assessment arrangements for the students according to the IBO guidelines *Candidates with assessment access requirements (2014)*.

Special arrangements may include:

- Additional time – 10%, 25% or 50%
- Rest periods
- Word processor – w/w.o spell check
- Scribe
- Readers
- Communicators
- Prompters
- Modifications to examination papers or assignments
- Transcriptions
- Extensions to deadlines
- Assistance with practical work
- Magnifying device
- Noise buffer
- Specialized testing environment
- Appropriate seating
- Interpreter for hearing impaired
- Coloured overlay
- Sound amplification device



- Other arrangement as recommend by subject teachers/IBDP coordinator and approved by the IB
- Internal deadline extensions

If a candidate's learning support requirement is moderate to severe the IBDP coordinator may also apply to the IBO for a split examination session, deferring one or more subjects to a future exam session (*Diploma Programme Assessment procedures 2020 section B5.3 Inclusive access arrangements requiring authorization, 2019*).

Adverse or unforeseen circumstances *do not* fall under the tenets of this inclusion policy. An IB student who experiences adverse circumstances must contact the IBDP coordinator immediately to seek information regarding his or her specific situation. Vardafjell Upper Secondary School encourages all students to come forward if they experience any adverse circumstances. The IBDP Coordinator will file a D2 form with the IB as necessary. (For more information see School Assessment Policy, section on *Assessment deadlines*.)

## School organization and Inclusive Education

At Vardafjell Upper Secondary School all staff members have a responsibility to meet all national legal obligations on inclusive education as described in national documents on education (see links listed below)

Education act: <http://www.regjeringen.no/en/doc/laws/acts/education-act.html?id=213315>

- Section 1-1 The objectives of education and training
- Section 1-3 Adapted education
- Section 1-15 of the Regulations relating to the Education Act - Moving ahead in a subject
- Chapter 5 Special education

Framework for education (Rogaland County, 2018)

<https://intranett.rogfk.no/content/search?dpt=45095&SearchText=rammeverket>

- Management plan on special education (2017)

Circular Udir-1-2018 Distribution of subjects and tuition periods, and the structure of the Knowledge Promotion curriculum - Re-distributing up to 25 per cent of the tuition periods stipulated for each subject <https://www.udir.no/regelverkstolkninger/opplaring/Innhold-i-opplaringen/udir-01-2018/>



Verdier og prinsipper for grunnopplæringen - Overordnet del av læreplanverket  
<https://www.regjeringen.no/contentassets/37f2f7e1850046a0a3f676fd45851384/overordnet-del---verdier-og-prinsipper-for-grunnopplaringen.pdf>

- Section 3.2 Teaching and adapted education

Report No.16 to the Storting (2006-2007) Early intervention for lifelong learning  
<https://www.regjeringen.no/en/dokumenter/report-no.-16-to-the-storting-2006-2007/id441395/>

Report No 20 to the Storting (2012–2013) On the right way, quality and diversity in the co-educational school: [http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/2012-2013/meld-st-20-20122013.html?regj\\_oss=1&id=717308](http://www.regjeringen.no/nb/dep/kd/dok/regpubl/stmeld/2012-2013/meld-st-20-20122013.html?regj_oss=1&id=717308)

NOU 2016:14 More to gain – Better learning for students with higher learning potential  
<https://www.regjeringen.no/en/dokumenter/nou-2016-14/id2511246/>

The Educational and psychological counselling service (PPT): Education act, Chapter 5, section 5-6

<https://www.udir.no/kvalitet-og-kompetanse/samarbeid/pp-tjenesten/>

Pupils' school environment: Education act, Chapter 9a

[http://www.udir.no/globalassets/upload/brosjyrer/5/pupils\\_school\\_environment\\_9a.pdf](http://www.udir.no/globalassets/upload/brosjyrer/5/pupils_school_environment_9a.pdf)

As a state-run school Vardafjell Upper Secondary School is also obliged, as a legal requirement, by local and national school authorities to establish a student counselling service in order to provide for students in need of learning support. The school has a student careers counsellor as well as a social counsellor (both with approx. 50% of their entire post devoted to counselling) who deal with all students within the school. The counsellors are required to give guidance according to national standards and practices. The counsellors liaise with a network of institutions connected to the school with regards to giving guidance and support to both students, teachers and parents/guardians. The student's personal tutor has a special responsibility to keep close contact with the student to make sure all staff members in school are doing all they can to help each individual student reach his/her full potential in all IBDP subjects studied.

## EST-meetings and Inclusive Education

The school's representatives from external agencies (see below) meet regularly with the social counsellor, the careers counsellor, the school head and the IBDP coordinator (and other relevant members of the school leadership team) in the Student Success Team (EST-meetings, Norwegian: Elev suksess team)) to discuss and make follow-up plans



for individual students with particular needs. Students will only be discussed here by name if the student has made an informed consent (*Samtykkeerklæring i forbindelse med EST-møter/EST-consent form*). Meetings in this connection are held approximately once a month throughout the year. The EST will collaborate closely with the student, parents/guardians for students under 18 (or with a signed consent form for students over 18), and staff members with a focus on the strengths and challenges of the identified student to create a plan for student success.

External agencies are, for example:

- Health service – national, regional, local institutions, council school nurse
- Educational Psychological Service (Norwegian: PPT – pedagogisk-psykologisk tjeneste)
- Education Out of School (Norwegian: OT – oppfølgingstjenesten)  
Psychiatric service for children and young people (Norwegian: BUP - Barne- og ungdomspsykiatrisk poliklinikk)
- Special Education Section
- Social Care Services (Norwegian: NAV)
- Child Protection Services (Norwegian: Bufetat)

## Council school nurse and Inclusive Education

The council school nurse has office hours in school three days a week and offers students support and guidance. The school may only discuss named students with the council school nurse if the student has given an informed consent. If contact between school educational staff/leadership team and the school nurse is needed to provide the best care for the student, but a full EST-team is not needed, a separate informed consent form is signed by the student (*Samtykkeerklæring i forbindelse med samarbeid mellom skolen og helsesykepleier/school-school nurse consent form*). In agreement with the student, the council school nurse may also be included in the EST meetings.

## Personal tutors and Inclusive Education

Each class has two personal tutors who are responsible for following up students on a daily basis. The school uses two digitally-based systems to monitor the students grades and absenteeism. *Its Learning* is used to monitor student grades in all subject and *SkoleArena* is used for student absenteeism registration. A high percent absenteeism or low grades will always be investigated and indicate a need for action. The personal tutors are continuously in touch with parents/guardians (via emails, telephone calls etc) in order to keep them informed (for students over 18 only if they have signed a consent form). Parents/guardians of students under 18 may at any time contact the school and



ask for a meeting to discuss actions needed in order to accommodate for students. At least twice a year, parents/guardians together with students under 18 are invited to conferences where inclusive needs may be a relevant issue on the agenda. Furthermore, parents/guardians are informed about the Inclusive Education policy at the beginning of each academic year in August at parent/school meetings. For the school to inform parents/guardians for students over 18, each student is asked to sign a consent form. Only if the student chooses to do this may the school continue to inform the parents/guardians for students over the age of 18.

When a potential learning challenge is identified by a member of staff, the responsible personal tutor, the IBDP coordinator and the school social counsellor are informed using an EST application form. Based on the information given, the school social counsellor, in collaboration with the IBDP coordinator, will start the Student Success Team (EST) process if needed. Minor inclusion arrangements will be decided upon in collaboration between the IBDP coordinator, the school social counsellor, the personal tutor and/or subject teachers. Any inclusion needed linked to assessments must be done only after discussing the matter with the IBDP coordinator who may/may not need to contact IBO for approval (see School assessment policy).

It is a parent's responsibility to be forthcoming concerning a student's assessment access needs and/or learning support needs, and to be cooperative concerning professional documentation. This also includes parents of students with high learning potential.

## **School inclusive education and professional development**

All members of the teaching staff are teachers of inclusive education and must ensure that learning tasks are well matched to the individual ability and preferred learning styles of each student. Such differentiation is fundamental to allow all students access to the curriculum and a national directive as stated in the national education act.

- School social counsellor attends national as well as regional and local conferences/workshops on inclusive education regularly
- Leadership team and teaching staff participate in national, regional and in-house workshops related to inclusive education regularly
- The school has recently trained two staff members in the programme Logos for specific testing/screening of reading and writing challenges (eg dyslexia).
- The school provides extra tuition – for the national curriculum subject-specific workshops and intensive courses are arranged on a regular basis for all students; students with multinational background and who have lived in Norway for a very short period may for example have extra teaching lessons in Norwegian and may sit for an alternative examination in Norwegian. Students may also apply for





additional time when performing tests and examinations. For IBDP students tutor lessons are organized by subject teachers when required and according to the individual student's needs and wishes.

- Budgetary implications: Funding/resources are given to schools through national and regional education offices; the school has its own school budget based on this state funding.

## Meeting the inclusive education needs of students

### 1: Meeting needs within the classroom

The school social counsellor and/or the personal tutor meets with the student (and parents), to discuss the necessary accommodations. If needed, and with the student's consent, the student will be discussed in the next EST meeting. The subject teachers will be informed, and will work with the student (and parents/guardians) concerning how the student's needs will be met in their individual classrooms. Individual decisions will be made on the best routes of communication for monitoring the student's progress. Teachers will inform the personal tutor, and the personal tutor will then inform the IBDP coordinator if problems or concerns arise.

### 2. Meeting needs with IBDP assessments

It is the IBDP Coordinator's responsibility to send the "Request for inclusive assessment arrangements" (or D2) application to the IBO with all needed documents translated into English. Once the IBO informs of the parameters regarding the special consideration decision, the IBDP Coordinator shares that information with the personal tutor, the student, parents/guardians and subject teachers involved (and the EST if the student is signed up for the EST meetings). During the May IBDP Exams, the IBDP Coordinator makes all necessary arrangements for said accommodations in compliance with the IBO's recommendations for special consideration. A copy of all related documents will be available in the exam venue for inspection at all times. The IBDP coordinator makes sure that the examiner is not informed about a candidate's personal circumstances, disability, medical condition or learning support need of any kind.



## Stakeholder responsibilities

### ○ **Summary of responsibilities of the IBDP coordinator**

- The IBDP coordinator will apply to the IBO for students' accommodations in assessment type and circumstances using the "Request for inclusive assessment arrangements"
- The IBDP coordinator will work collaboratively with the IB staff to support students with inclusion needs.
- The IBDP coordinator will provide examination accommodations as needed and approved by the IB.
- The IBDP coordinator will maintain discretion and confidence in providing inclusion services.

### ○ **Responsibilities of the IBDP teachers**

- IBDP teachers will comply with all federal and local laws regarding inclusion needs.
- IBDP teachers will identify struggling learners and refer said learners to the social counsellor, personal tutor and/or the IBDP coordinator. This also includes students with high learning potential.
- IBDP teachers will attend Student Success Team (EST) meetings for IB students if invited to do so.
- IBDP teachers will access and become familiar with any plans agreed upon by the EST
- IBDP teachers will provide the appropriate accommodations and differentiated instruction as outlined by any EST documents
- IBDP teachers will maintain accurate records of students' progress using Its Learning, the online student information system
- IBDP teachers will maintain discretion and confidentiality in providing inclusion services

### ○ **Responsibilities of IBDP Parents/Guardians**

- Parents/Guardians will communicate to the school all information and documentation regarding their child's inclusion needs
- Parents/Guardians will communicate to the school regarding any changes in their child's inclusion needs
- Parents/Guardians will make a request for needed services from the school and/or the IB Program in a proactive manner.
- Parents/Guardians will provide documentation for IBO inclusive assessment arrangement requests



## ○ Responsibilities of IBDP Students

- Students will be proactive in asking for assistance from the personal tutor, school social counsellor, IBDP coordinator and other staff members.
- Students will be proactive in requesting inclusive assessment arrangements
- Students will take an active role in communicating inclusion needs in regards to EST applications or EST meetings

## Resources available

- Expertise the school has access to: social counsellor, careers counsellor, external support services (list of main collaborating agencies above), county school nurse, county school advisors, various national health related interest organizations
- Guidance on student's choice of subjects: school careers counsellor has office hours providing guidance every school day. In addition, the counsellor has information meetings in classes several times a year on choice guidance. The counsellor is available during parent/guardian meetings twice a year. During the admission process to the IB Diploma programme all qualified applicants have at least one conference on individual basis with the careers counsellor; at times the IBDP coordinator as well as parents/guardians are invited to the conference (see school's admission policy).
- Staff experts/consultants who work with students and/or guide teachers to work with students with learning support needs: social counsellor, careers counsellor, class teachers, school leadership team, head of school
- Resources allocated to maximize inclusion: appointing social counsellor, careers counsellor, personal tutors (two for each class), school leadership team members with special responsibilities for the different classes, head of school, subject teachers as well as county school advisors and external agencies
- Responsible for finding, allocating and deploying resources: in collaboration the following - social counsellor, careers counsellor, school leadership team, head of school, RFK (County School Authorities)
- Staff/stakeholders with specific responsibilities to maximize inclusive outcomes: national as well as regional education authorities, head of school
- The school is physically accessible with a lift between floors as well as wheelchair ramps. There are also disabled parking spaces and an accessible toilet available in school.



## Communication plan linked to School Inclusive Education

- Responsible for notifying parents/guardians, students, personal tutor and teachers of testing results and/or inclusive arrangements: in collaboration the following - social counsellor, careers counsellor, school leadership team, head of school, IBDP coordinator and personal tutors
- arousing awareness in school community through school website, school learning platform (*itslearning*), at parent-teacher meetings, direct contact with parents/guardians - social counsellor, head of school, school leadership team, careers counsellor and IBDP coordinator
- Ongoing communication with parents of students under 18 in need of inclusion will be done via telephone, email, EST-meetings, parent-teacher-student conferences and/or social counsellor-student-parent meetings. Expertise from external agencies may be included when needed if the student has signed the relevant consent forms
- Inclusive Education Policy and practices are communicated to all staff at meetings, via school leadership team, as well as via the school's learning platform and school web site where information is continually updated
- Inclusive Education information linked to individual students is communicated and coordinated during transition stages: from lower secondary school to year 1, from year 1 to year 2, from year 2 to year 3 every August of academic year in teacher class meeting with personal tutor, all subject teachers, school social counsellor and IBDP coordinator and other members of the school leadership team if needed. All information transfer is done with a high focus on maintaining discretion and confidentiality.
- Information linked to students with inclusive needs is communicated and coordinated during all three years at Vardafjell upper secondary school in EST meetings and teacher-class meetings incl. the personal tutor, all subject teachers, at times also school social counsellor and any member of the school leadership team with responsibility for the student
- School social counsellor liases with a network of institutions connected to the school with regards to giving guidance and support to students with special education needs through the EST meetings. The school head, the school leadership team, the IBDP coordinator as well as teaching staff collaborate with the social counsellor on a regular basis. EST meetings are held approximately once a month.

## Confidentiality of student information linked to inclusive education

- Communication of school policies and procedures regarding confidential information is done according to national and county directives and standards



(data protection and privacy legislation) and also the General Data Protection Regulation (GDPR)

- Confidential information is held in office archive system *Elements* and managed by the head of school; some confidential information is held in a secure storage in the office of the IB coordinator and the social counsellor's office
- Access to student files is limited to – head of school, school leadership team and both school counsellors

## Policy processes

- Review process: The Inclusive Education Policy is reviewed annually by the school leadership team and the councillors. Responsibility for review process lies with the IBDP coordinator.
- Effectiveness of the Inclusive Education Policy is evaluated using indicators as registered through a digitally based system – *Hjertet og hjernen* - as well as analysis tools embedded in this system.

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This document is available for the whole school community on both the school's learning platform (It's Learning) and the school's web site

This updated version of the school inclusion/SEN policy is based on the previous school policy from 2014, the relevant documents from IBO (Access and inclusion policy (2018), Special educational needs within the International Baccalaureate programmes, Candidates with assessment access requirements (2014), Learning diversity within the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes (2010), The IB guide to inclusive education: a resource for whole school development (n.d) and Diploma Programme Assessment procedures 2020 section B5 Inclusive access (2019)) and also inspired by the inclusion policies from the following schools as published on school web sites in 2018: Inclusion Policy from the International Baccalaureate Diploma Program Rio Mesa High School, Foothill High School IB diploma program inclusion/special educational needs policy, Jurong Country Garden School DP Inclusion Policy: Senja videregående skole Special Educational Needs Policy.



## International Baccalaureate Principles:

The following principles are taken directly from *Access and inclusion policy* (IBO, 2018):

All inclusive access arrangements authorized by the IB are based on the following principles.

## Maintaining standards

1.1 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.

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

1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

## Reflecting usual ways of working

1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.

1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are



consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

## Consistency for all candidates

1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.

1.12 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

1.13 Each request for inclusive access arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

## Confidentiality

1.14 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

## Maintaining integrity of the assessment

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school must not communicate with an examiner about a candidate's learning support requirements.

1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

## Exceptional issues

1.19 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible.

