



INCLUSIVE/SPECIAL EDUCATION NEEDS POLICY

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BACKGROUND

The primary purpose of the Special Educational Needs Policy (SEN) at The International School of Macao (TIS) is to recognize individual learning needs of students and to support ALL learners to access the full curriculum and achieve success.

Periodic Student Support Team Meetings are held throughout the year, attended by the relevant classroom teachers, Student Services Director, administrators, school psychologist, pastoral counsellors, ELL Coordinator and for Secondary School, academic counselors and the IBDP Coordinator. Learning and behavioral issues are discussed. Teachers report student concerns through the referral process to either the Inclusive Education Team or the Student Support Team.

When potential issues are identified by teachers and discussed in the Student Support Team Meeting, strategies that are developed will be brought forward to students, parents and staff through face-to-face meetings. Strategies and next steps are agreed upon by all relevant stakeholders. In the case of IBDP students, as the recommendation, intervention, and modification invariably has an impact on the student's Diploma Programme, the DP Coordinator is always a part of these meetings.

Any students who are identified as having substantial learning challenges may be recommended for diagnostic testing (Psychoeducational Assessment) through an outside agency. The school psychologist and pastoral counsellors have a list of recommended regional certified and reputable psychologists that they will make available to parents and students. These psychologists have worked with the school for many years and the school has a high level of confidence in the testing done and the recommendations made.

As a result of recommendations of the formal Psychoeducational Assessment, the Inclusive Education Team and the student's teachers will create an Individual Education Plan which will clearly outline any adjustments that should be made in the classroom setting to enable student

success. (These adjustments may include change of position in the classroom for students, extra time and/or private room for writing quizzes and tests, scribes, use of keyboard, etc.)

Any adjustments to teaching and learning that are made (as a result of the Psychoeducational Assessment Report) are discussed in advance with parents and students and their wishes are considered. All involved parties show their consent by agreeing upon the recommendations in the Individualized Education Programme (IEP).

All teachers will be made aware of recommendations and asked to make adjustments accordingly. These recommendations are reviewed regularly at Inclusive Education and Student Support Team Meetings. Academic counselors and coordinators communicate regularly with teachers to make sure that recommendations are being followed up.

In the case of DP students, the IBDP Coordinator will send the Psychoeducational Assessment Report to the IBO with completed Special Consideration (D1/D2) form to the IBO one year in advance of the IBDP Exams.

Choosing the Appropriate Pathway for Students with Special Needs

The IBDP Coordinator will report back to individual students, parents, Academic counselors, Inclusive Education Team and teachers regarding the outcome of the Special Consideration decision by the IBO for exams.

During the May IBDP Exams, extra rooms with invigilators will be organized, scribes made available, laptops cleared and time extended in compliance with the recommendations for special consideration by the IBO.

Teachers are expected to differentiate according to the student's individual needs.

An extensive process of course selection happens upon entry into High School (Grade 10) and in particular, the IBDP (Grade 11). Recommendations by teachers, academic counselors and the IBDP Coordinator are made to assist students with course selection that is a best fit for each student considering successes and challenges in their earlier years as a student. A distinct advantage of the TIS academic programmes is that we have a wide variety of course offerings in both HL and SL. For non-IB students, they have access to Alberta -2 and -3 courses which provide an opportunity for success in areas of difficulty. It is our firm belief that we can find a programme that fits every student's needs. We look to support each and every student as an individual learner in their path through High School, and in particular, their final two years of Secondary School study. Students have the option of doing IB courses only because it is truly the best learning path for them. Nevertheless, we endeavour to encourage students to enroll in the full IBDP to the greatest extent possible, giving them options to maximize their success and create the opportunity to gain the full rich DP experience.

ROLES AND RESPONSIBILITIES

Administrators

Elementary and Secondary Vice Principals and Student Services Head attend the Student Support Team Meetings and are made aware of all students who are having learning and behavioral challenges. The Elementary and Secondary School Principals are involved in on-going discussions, support of students, and are made aware of all assessments for special consideration.

IBDP Coordinator

The IBDP Coordinator is in attendance at the Secondary Student Support Team Meetings and contributes to all discussions on student learning needs. Along with the academic counselors and Student Services Head, the IBDP Coordinator meets with students and parents regarding recommendations for Psychoeducational Assessment Reports. Copies of Psychoeducational Assessment Reports are kept in the IBDP Coordinator's office and copies are sent to the IBO for Special Consideration in DP. The IBDP Coordinator is responsible for communicating with students, parents and teachers on Special Consideration granted by the IBO. The IBDP Coordinator arranges for extra rooms, extra invigilation time, cleared computers, scribes, etc. for all students who have been provided with special consideration for exams by the IBO.

Academic Counselors

The academic counselors are in attendance at the Secondary Student Support Team Meetings. Along with the IBDP Coordinator, academic counselors communicate with students and parents regarding learning challenges identified by teachers. Academic counselors provide ongoing support to individual students.

School Psychologist

The School Psychologist attends the Student Support Team Meetings and is made aware of any challenges students have. The School Psychologist, along with pastoral counselors, makes recommendations of outside specialists to support students with testing and further support. The School Psychologist works with the IBDP Coordinator to determine recommendations to the IBO for Special Consideration from the Psychoeducational Assessment Report.

Teachers

Teachers have a key role in recognizing students with learning challenges at the school. It is the responsibility of teachers to communicate any concerns regarding learning needs to the Student Support Teams on a regular basis. For High School, the academic counselors and DPC should also be notified. Teachers are expected to differentiate instruction and assessment to acknowledge and support different learning styles and learning modalities.

PROCEDURES

We believe that all students should have access to a programme of study that meets their particular needs and prepares them for the next stages of their lives.

Students at TIS have three Graduation Pathways that they can follow once they get to High School.

- Alberta High School Diploma Pathway
- Alberta High School Diploma with some IBDP Courses Pathway
- IB Diploma Programme Pathway

All of these Graduation Pathways enable a student to qualify for the Alberta High School Diploma, as long as they satisfy Alberta Education's requirements for graduation.

Each of the three Graduation Pathways at TIS involve a combination of courses that are included in the IB Diploma Programme of Study or Alberta Education Programme of Studies. Students will take up to six subject areas over a two-year period.

All interested students will be eligible to be involved in the Creativity, Action, and Service (CAS) experiences and to participate in the Theory of Knowledge (TOK) course. IB diploma students must also complete the Extended Essay.

Learning Support and the IB Diploma

As described above, each student at TIS is placed in the Graduation Pathway that best suits their learning needs as well as their future plans. For those students selecting the IB Diploma Pathway, learning difficulties and special educational needs do not have to hinder a student selecting this Pathway.

The Student Services Director works closely with the IBDP Coordinator to determine what assistance students can receive and if and how we can provide this support. Before accepting a student with special educational needs as a candidate for the DP, the IBDP Coordinator and the Student Services Director should consider whether suitable arrangements, for both teaching and assessment, can be made for that student. Careful consideration should be given to a candidate's choice of subjects as some subjects may pose particular difficulties for a candidate with special needs. Consultation with IBCA (sen@ibo.org) may be appropriate before confirming a candidate's subjects. To accommodate a student with a special assessment need, it is essential that the Student Services Director, in coordination with the DP Coordinator, consult with all teachers concerned at an early stage in their program of study. Special accommodations requests are submitted to the IBO and responses will be implemented via the Student Services Director in collaboration with the DP Coordinator.

Arrangements Not Requiring Authorization:

At the discretion of the IBDP Coordinator and the Student Services Director, the following arrangements are permitted in examinations without prior authorization:

- A student may take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group
- The DPC may arrange for appropriate seating to meet the needs of individual candidates
- A candidate may take medication and/or refreshment to alleviate a medical condition such as diabetes

(Please refer to IBO, 2004 – *Candidates with Special Needs* booklet, Section 3, pg. 9 for additional information in this area)

Arrangements Requiring Authorization:

For all other special needs arrangements, approval is needed from the IBO.

The following paragraphs outline the types of arrangements that may be possible.

Special Arrangements

The arrangements listed below are termed “special” arrangements because they require authorization from the IBO, unless stated otherwise. (per IBO – *Candidates with Special Needs Handbook*, section 4)

Additional Time

Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate’s assessed needs. For written examinations, additional time is normally restricted to 15 minutes for each hour of the examination (that is, 25% more time). For periods of less than one hour the additional time should be given on a pro rata basis. More than 15 minutes per hour may be authorized for candidates with a severe condition or where the special arrangements place a greater demand on time.

When requesting additional time, it is important to bear in mind that too much time may be tiring for a candidate and, therefore, counterproductive. Similarly, more time spent on a task does not necessarily improve the quality of the response given by a candidate.

An additional time allowance is not the same as a rest period: during a rest period the candidate is not permitted to continue working.

At the discretion of the DP 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, the Language A1 World Literature paper) without authorization from IBCA. However, if an extension to the deadline for the submission of work for assessment is required, an e-mail to IBCA (help@ibo.org) is mandatory. See section 4.13.

Additional time will not be authorized for a component where the completion of a task within a limited time is specified in an assessment criterion.

Additional time will not be granted for the 5 minutes' reading time that precedes written examinations.

Although the standard allowance is 15 minutes per hour, 5 or 10 minutes per hour may be requested.

If a candidate's condition, or the nature of the special arrangement(s), is such that more than 15 minutes per hour is required, this should be clearly stated and justified in the application for special arrangements. There should be no assumption that more than 15 minutes per hour will be authorized.

At the discretion of the DPC, a candidate who is allowed additional time may take their examinations in a separate room. This is to avoid disturbing the candidate when other candidates in the group leave the examination room at the scheduled time.

Additional time of 30 minutes per hour (that is 50% more time) will normally be authorized for candidates using examination papers in Braille.

Rest Periods

During a rest period the candidate is not permitted to read, respond to the examination paper or to write notes of any kind. A rest period is distinct from "additional time" during which the student may continue working.

Information and Communication Technology

The IBO recognizes that for many candidates with special education needs, a computer or other microprocessor-controlled devices provides a highly effective means of communication. For this reason, computers and other forms of assistive technology are normally permitted for written examinations if a student is unable to provide a handwritten response. Each request will be considered on its own merit as to which form will benefit the student's needs.

Computers

The use of computers in other areas of assessment, such as the Extended Essay and Internal Assessments is accepted without question and the IBO places no restrictions on the use of software aids such as spell checkers. However, in written examinations, a computer may only be used as a sophisticated typewriter, for the sole purpose of providing an alternative to handwriting.

An application to use a computer should only be made in circumstances where a candidate has a particular difficulty; e.g., visual impairment, physical disability, temporary injury or specific learning difficulty.

If a student with special education needs uses a computer as their usual means of communication, the candidate will normally be permitted to use a computer in his/her

examinations. However, if a computer is not appropriate for all components (e.g., multiple choice questions), other special arrangements may need to be requested.

The DP Coordinator is responsible for ensuring that a candidate does not have access to stored information or an unauthorized electronic device. An exception is normally made for candidates with severe dyslexia who may use a spellchecker during the written examinations, which must be authorized by IBCA (sen@ibo.org).

It is recommended that a student who is using a computer take the examination in a separate room to avoid any distraction to other candidates.

The student's work should be printed at the earliest opportunity after the examination. The student should be present to verify and sign that the printed copy is a complete copy of his/her work produced during the examination. The printed copy should be submitted for assessment, not a file. The DP Coordinator should retain the file until the issuing of results.

Please refer to IBO - *Candidates with Special Assessment Needs* handbook for more information regarding ITC.

Amanuenses

An amanuensis (scribe) is a person who writes down the dictated response of a candidate for the requirements of an internal and/or external assessment component. The use of an amanuensis is permitted for all forms of assessment where a student is unable to provide a handwritten response or use a word processor.

(Refer to IBO – *Candidates with Special Assessment Needs Handbook*, Section 4.4 for more information regarding this area.)

Readers

The role of a reader is to read the examination paper to a candidate and to read back the candidate's answers if requested to do so. However, the assistance of the reader is not confined to the written examinations; a reader may assist a candidate with all internal and external assessment components.

(Refer to IBO – *Candidates with Special Assessment Needs Handbook* - Section 4.5 - for more information regarding this area.)

Communicators

A communicator is someone who is able to convey information to a person with a hearing impairment through the use of lip speaking, fingerspelling or sign language. A communicator may be used during examinations.

(Refer to IBO – *Candidates with Special Assessment Needs Handbook*, Section 4.6 for more information regarding this area.)

Prompters

A prompter is someone who ensures that a candidate is paying attention to the examination. This arrangement would normally be authorized for candidates diagnosed as having a neurological or cognitive disability resulting in a severe attention problem.

(Refer to IBO – *Candidates with Special Assessment Needs Handbook*, Section 4.7 for more information regarding this area.)

Extensions to Deadlines

This applies to cases of illness or accident when a candidate is genuinely prevented from completing work in time for the DP Coordinator to submit the work to the examiner.

Exemptions from Assessment

Exemptions are not normally granted for any assessment component of the DP. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

(Refer to IBO – *Candidates with Special Assessment Needs Handbook*, Section 4.15 for more information regarding this area.)

Procedure for Requesting IBO Approval

At the start of the school year the DP Coordinator and the Student Services Director will meet to review all student needs of those taking DP courses or the full Diploma.

The Student Services Director will begin to make provisions for in-class differentiation support, withdrawal instruction/support and modification as deemed appropriate.

The IBO advice is restricted to the implications for Internal and External Assessment and does not extend to teaching methods and resources. However, additional time for taking any assessment within a time limit can't be implemented until the IBO approves permission for additional time for external exams. Therefore, permission for accommodations during examinations must be requested. A TIS teacher **may** complete the form, but must not be the signatory (Note: see *IBO Accommodation Request* form in the *IB Candidates with Assessment Handbook*). An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.

After a meeting of the DPC and the Student Services Director, the *Assessment Due to Special Needs* form or *Accommodation Request* form will be completed as determined necessary for students. This will be submitted to the IBO for their approval.

- a. The application should indicate when the special need began:
 - i. Temporary medical condition;
 - ii. Long-term medical condition or permanent disability.
 - iii. If a candidate's condition changes after a request for special arrangements have been submitted, IBCA must be informed. application must include cognitive and academic

- b. The Psychoeducational Assessment Reports (i.e., included in a report from the school psychologist or external evaluator). If a medical diagnosis has determined a disability, it must also be included with this application.
- c. Before submitting to IBO, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- d. The school is responsible for making all arrangements for approving and appointing an amanuensis (scribe), a reader, a prompter or a communicator. The person providing support may not be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived.
- e. If arrangements are requested, the DP Coordinator must ensure that the candidate is or becomes familiar with those arrangements.
- f. If a special arrangement may result in the candidate taking longer to complete a written examination, coordinators are advised to request additional time for the examination(s) concerned. Authorization for certain special arrangements (for example, an amanuensis) will normally include an additional time allowance of fifteen minutes per hour (see IBO – Candidates with Special Needs Handbook, section 4.1).

POLICY REVIEW PROCEDURE

This document was created in collaboration with the Secondary Principal, DP Coordinator, and Collaboration for Learning Team. The proposed staff of the IB DP also provided valuable feedback. The Canadian International School of Hong Kong's Assessment Policy was referenced in the drafting of this document.

Date Drafted: May, 2017. Date proposed to be approved: June, 2017.

This policy will be reviewed annually in the spring by the relevant coordinators and the Collaboration for Learning Team. It will be shared with not only the students and staff, but the entire TIS community.