International Baccalaureate®
Baccalauréat International
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Learning diversity and inclusion in IB programmes

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Contents

What is the aim and purpose of this document?

In all IB programmes, teaching is … designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

(*What is an IB education?* 2013:6)

Learning diversity and inclusion in IB programmes			
Over the past two decades, education for all students with disabilities has moved from segregation and special schools to inclusive education that embraces diversity and differences. Today, inclusive education is supported by the United Nations as a matter of human rights and social justice.			
The **aim** is to outline and strengthen the position of the IB with regard to inclusive education.	The **purpose** is to support schools in structuring and developing the practices of inclusive education.	**Addresses** the IB standards and practices.	**Intended** for school leaders, programme coordinators, all IB educators, learning support, consultants.

What is inclusion?

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Who are the students?

Learner variability is a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts, learner variability represents the shifting combination of strengths and challenges that learners experience.

Within this understanding it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies.

What are barriers to learning?

Barriers to learning may be found in the way schools are organized and resourced, their cultures and policies, the approaches to teaching and learning, the physical aspects of buildings and the ways in which individuals within the school community interact on a daily basis.
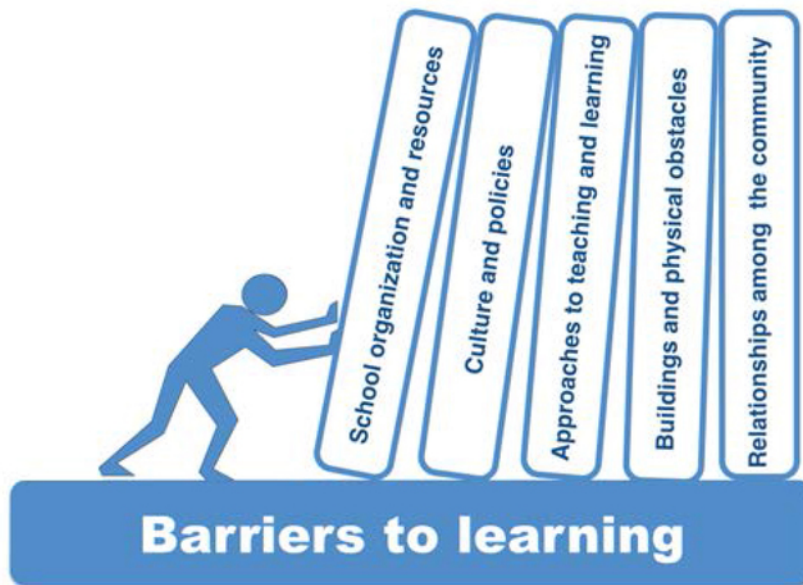
Considering barriers to learning from multiple perspectives

School organization and resources

Barriers to learning exist when:

- inclusion has not been defined and aligned with the school's mission and vision
- the leadership team is not involved in developing effective strategies to increase access and participation
- the whole school development processes do not promote inclusion
- the human and material resources to support inclusion are not available
- school routines are inflexible
- lesson transitions are not facilitated
- school transitions are not facilitated
- collaborative teaching and learning practices are not a feature of the school organization.

Cultures and policies

Barriers to learning exist when:

- common understandings, policies and practices do not take into account human rights, diversity, quality and equity
- not all members of the school community are responsible for developing culture and practices
- teachers do not consider themselves teachers of all students
- school policies do not reflect the inclusive nature of the school.

Approaches to teaching and learning

Barriers to learning exist when:

- teaching and learning does not address human commonality, diversity and multiple perspectives
- professional development does not support the whole community in developing effective strategies to increase access and participation
- organizational knowledge in developing effective strategies to increase access and participation is not maintained and sustained
- the knowledge of all community members is not used to develop inclusive practices
- the school does not provide inclusive access arrangements and reasonable adjustments for learning and assessment across all IB programmes.

Buildings and physical obstacles

Barriers to learning exist when:

- school facilities are not accessible to all members of the community
- creativity and willingness to reorganize physical spaces, classroom orientation and structure is not encouraged.

Relationships among the community

Barriers to learning exist when:

- daily interactions do not create affirmative, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community
- the learner profile does not play a role in promoting the agency to affirm identity and empower personal freedom
- collaborative practices amongst members of the community are not promoted.

Who is responsible for removing barriers to learning?

- It is the responsibility of the senior leadership team and school board in consultation with educators, learning support professionals, parents, students and all stakeholders to put in place processes to remove barriers to learning for every member of the school community.
- It is the responsibility of every teacher, as a teacher of **all** students, to make sure that each student is exposed to teaching and learning that reaches them as individual learners.

How do we use the IB standards and practices to demonstrate inclusion?

The following standards and practices have a particular focus on inclusion. Schools are better able to demonstrate the ongoing process of inclusion through evidencing combinations of practices in the process of motif building (see below), as opposed to concentrating on the practices in isolation.

Purpose (0101)

The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201)

The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202)

The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

The school identifies and provides appropriate learning support. (0202-02)

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programmes (0202-05).

Teacher support (0203)

The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Culture through policy implementation (0301)

The school secures access to an IB education to the broadest possible range of students. (0301-01)

The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Coherent curriculum (0401)

Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Students as lifelong learners (0402)

Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Approaches to teaching (0403)

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to assessment (0404)

The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Building motifs to demonstrate inclusion in school settings

The context and dynamism of an inclusive school community can be demonstrated by using **motifs**. Motifs are a group of practices that represent a recurring theme (in this case, inclusion).

Practices can be combined in many ways to represent what schools do, what school visitors can look for, or what groupings of evidence the IB needs to best prove that the practices are implemented with fidelity.

The following examples are just two of many possible motifs that could be used to demonstrate inclusion.

Example 1

Condition
0301-02 The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.

Who
0403-05 Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

How
0202-02 The school identifies and provides appropriate learning support.

0202-01 The school provides relevant human, natural, built and virtual resources to implement its IB programme(s).

0404-01 Students and teachers use feedback to improve learning, teaching and assessment.

Why
0301-01 The school secures access to an IB education to the broadest possible range of students.

Example 2

Condition
0203-02 The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice.

Who
0101-02 The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners.

How
0403-05 Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

0402-06 Students take ownership of their learning by setting challenging goals and pursuing personal inquiries.

Why
0202-04 The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences.

What are the IB's principles of an inclusive education?

The IB supports the following principles of an inclusive education where:

- **education for *all*** is considered a human right
- education is enhanced by the creation of **affirmative, responsive environments** that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of *all* students
- learning is considered from a **strength-based perspective**
- **learning diversity** is valued as a rich resource for building **inclusive communities**
- *all* learners belong and experience **equal opportunities** to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides *all* learners with opportunities to demonstrate their learning, which is **rewarded and celebrated**
- **multilingualism** is recognized as a fact, a right and a resource
- *all* students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens
- *all* students in the school community have a **voice** and are **listened to** so that their input and insights are taken into account
- *all* students in the school community develop the **IB learner profile** attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include ***all* members of a community**
- *all* students experience **success** as a key component of learning.

How can we promote learning?

The IB's principles of teaching for learning diversity

The IB has identified four principles of teaching that promote equal access to the curriculum for all learners across the continuum of IB learning.

The four principles of good practice in the IB learning cycle
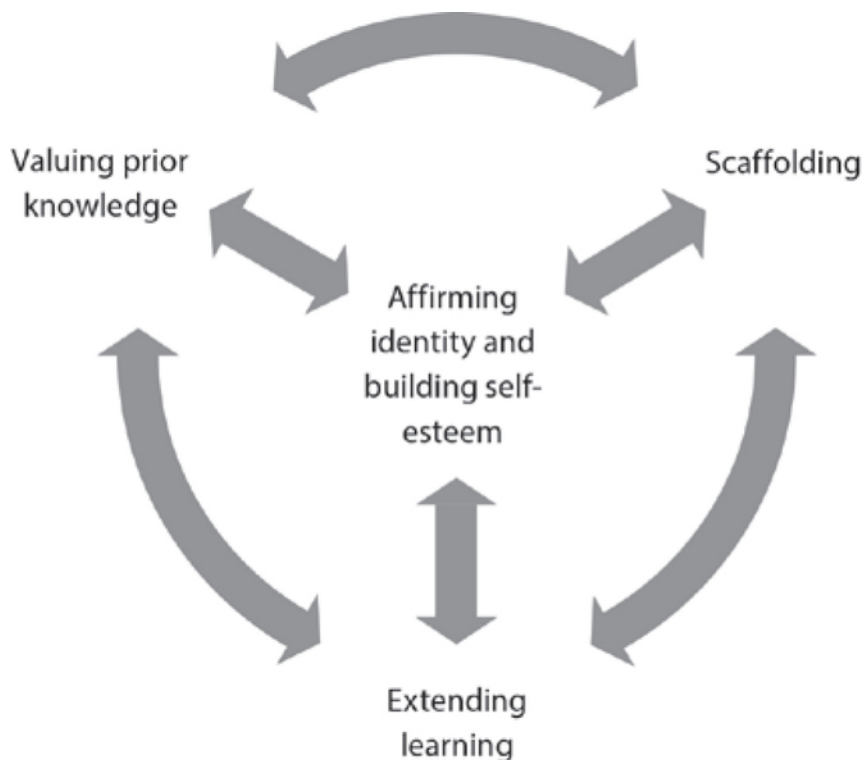
How can we affirm identity to build self-esteem?

At the core of all learning is the affirmation of student identity to promote self-esteem. Students with a positive identity are more able to take the risks necessary for successful learning.

An **affirmative model** of identity ensures that all students are visible and valued. It is a model where all learners recognize that it is possible to make a difference in their own lives and society.

Affirming learner identity encourages the qualities, attitudes and characteristics identified in the IB learner profile to promote international-mindedness, effective learners and responsible citizenship.

In what ways can we value prior knowledge?

Prior knowledge is the foundation on which to develop new learning. It cannot be assumed that students will necessarily share the same previous learning or will be able to demonstrate learning in the same way.

Therefore, teachers should:

- meaningfully assess existing knowledge, strengths and interests
- recognize that there may be gaps or overlaps in learning

- work with students to construct individual learning profiles to inform teaching and learning
- explicitly activate learners' prior understanding to promote new learning
- take into account prior learning when designing, differentiating and planning for new learning.

How do we scaffold learning to support independence?

Scaffolding involves developing student independence and provides access to the curriculum for all students. Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery while receiving constructive learning feedback at all stages. Scaffolds such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers can be designed so that prompts are diminished over time and independence is fostered.

How do we extend learning for all?

Extending learning for all					
IB approaches to teaching and learning	Teaching to learner variability	Creating optimal learning environments	Assessment	Collaboration	Technology

IB approaches to teaching and learning

Grounded in contemporary educational research, the IB's six approaches to teaching and five approaches to learning guide and focus educators and students in IB World Schools. They play a crucial role in ensuring that the aspirations of an IB education become a reality in the classroom.

[The IB's] focus on **approaches to learning** is grounded in the belief that learning how to learn is fundamental to a student's education ... The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners.

… The **approaches to teaching** are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students … Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate goals.

What is an IB education? (2013)

Teaching to variability

The use of the term "learner variability" (Meyer, Rose and Gordon 2014) acknowledges new understandings in neuroscience and recognizes that brain networks are variable and not fixed (Rose, Rouhani, Fischer 2013). All students may experience barriers to learning at some point in their school career.

Learner variability and diversity is valued in IB classrooms so that all students are offered opportunities "to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future" (*What is an IB education?* 2013:11).

In line with the IB's commitment to inclusive education, students are considered in terms of their strengths. The IB has moved away from the use of deficit labels to identify students and instead considers the areas of challenge that a student may experience: reading; writing; mathematics; social and emotional learning and behaviour; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; and medical/illness.

Teaching strategies and resources to meet possible learning challenges can be found on the page numbers shown below in the document *Meeting student learning diversity in the classroom* (2013).

Possible challenges	Page numbers
Reading	22

Possible challenges	Page numbers
Writing	21
Mathematics	17, 18, 22, 23
SEL—behaviour	11, 12, 13, 14
Mental health and psychological well-being	38, 39
Speech, language and communication	44, 45, 46, 47, 48, 49
Vision	51, 52
Hearing	33, 34
Giftedness	29, 30

Use the resource *Developing academic literacy in IB programmes* to develop the academic literacy of students.

Continued advances and research in learning and neuroscience require that educators access and consult research on a regular basis so that their knowledge remains current and applicable to their students.

Differentiated instruction

Differentiated instruction is the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate personal learning goals.

Tomlinson and Cunningham Eidson (2003) identified the following three curricular elements of **differentiation**:

Content	What should a student come to know, understand and be able to do?
	How will the student gain access to the knowledge, understanding and skills?
Process	What activities will be used to help students make sense of the knowledge, understanding and skills?
Product	What products will provide evidence of what the student knows, understands and is able to do?

While differentiated instruction involves responding to individual needs, Universal Design for Learning (UDL) involves a proactive design of the environment and the curriculums. By providing students with multiple means of representation, action and expression, and engagement as is done in UDL, students are given equal opportunities to learn.

Universal Design for Learning

UDL is a framework for curriculum development that provides all students with equal opportunities to learn. The framework provides a blueprint for creating challenging instructional goals, methods, materials and assessments that accurately assesses learner progress (Rose and Meyer 2011).

The development of the UDL framework has been based upon the recognition, strategic and affective neural networks in the brain.

The UDL framework (Rose and Meyer 2011) takes into account the following elements.

Neural networks	To provide
Diverse **recognition** networks	Multiple means of **representation**
Diverse **strategic** networks	Multiple means of **action and expression**

Neural networks	To provide
Diverse **affective** networks	Multiple means of **engagement**

UDL guidelines can be found at http://www.udlcenter.org/aboutudl/udlguidelines/downloads

To see how to map classroom instructional strategies to UDL guidelines and checkpoints, consult the IB case studies in the document *Using Universal Design for Learning (UDL) in the IB classroom.*

IB/UDL Research

Using UDL in the IB classroom (December 2016)

Full Research report:

UDL and Inclusive Practices in IB Schools Worldwide (January 2016)

Creating optimal learning environments

Any inclusive environment must be effective, welcoming, healthy and protective, and culturally and gender-sensitive for all learners. It must challenge preconceived identities and consider "alternative ways of seeing, being and knowing" (Austin 2012). Schools should create the social and emotional conditions for learning and promote environments that welcome, and should celebrate and embrace the diversity of, all learners.

Developing optimal learning spaces includes paying attention to physical space, lighting and acoustics. While resources dedicated to learning spaces may be significant, equally important is creativity and a willingness to reorganize physical spaces, classroom orientation and structure.

Further, where possible, attention needs to be paid to learning that happens beyond the classroom walls; this helps tap the rich resources of incidental and purposeful outdoor learning that enrich the growth and development of the student.

It is the responsibility of all educators, supported by the community, to develop optimal learning environments. Developing a positive classroom climate conducive to supporting the learning of all students requires that:

- students are accepted for who they are
- students are valued for their strengths
- students are appropriately challenged by their learning
- expectations of students are high but realistic
- students belong to the community and feel cared for, trusted, understood, valued and safe
- students are listened to, have their opinions sought, and are provided with opportunities to succeed
- students are included in decisions about their learning
- students are given opportunities to reflect on their learning
- students understand themselves as learners
- students have the opportunity to develop the attributes of the learner profile
- students have the opportunity to develop as multilingual citizens
- students have access to the relevant IB programme components to the greatest extent possible
- students understand their role in the learning of others
- students are supported in developing the skills to self-advocate.

Assessment

Assessment for learning is an integral part of the learning cycle and refers to the evidence gathered constantly throughout the teaching and learning process. It can both inform the students about themselves as well as give them the chance to self-reflect and be actively engaged in their own learning. Assessment for learning informs teachers and creates an important opportunity to remove barriers to learning and assessment.

Assessment should:

- be accessible in terms of design, content and medium to give every student the opportunity to succeed

- be ongoing, diverse and relevant to the learner

- actively inform and involve learners (Meyer, Rose and Gordon 2014, p 139)

- be focused on learner progress (Meyer, Rose and Gordon 2014, p 139)

- allow for differentiated assessment with different entry and exit points

- be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves (Meyer, Rose and Gordon 2014, p 139)

- be pertinent and relevant to the construct that is being tested and measure what it intends to measure (Meyer, Rose and Gordon 2014, p 139)

- be explicit so that the purposes and outcomes of the assessment process are understood by all

- measure both product and process—what type of learning, how and under what conditions (Meyer, Rose and Gordon 2014, p 139).

The IB believes that all students should be given opportunities to improve their understanding and that those opportunities should be as fair as possible. Standard assessment conditions may put students with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. The purpose of inclusive access arrangements (see the *Access and inclusion policy*) is to remove or reduce barriers that students may face in learning, teaching and assessment.

When the school recognizes that a student has access requirements, the IB's inclusive access arrangements are used in conjunction with teacher observations to plan access arrangements for all learning activities. The inclusive access arrangements are based on the principle of optimal support and must be accurately planned for to remove or reduce barriers; they must be neither more nor less than required. Inclusive access arrangements enable students to successfully demonstrate their understanding, and continued monitoring ensures that the arrangements remain the optimal support for that student.

Inclusive access arrangements are not solely limited to the assessment process and therefore should be put in place, even for the youngest of students, for all learning and teaching activities so that they reflect the customary ways of working for that student.

Collaboration

Inclusion is achieved through a culture of collaboration, mutual respect, support and problem-solving in dynamic learning communities. Dynamic learning communities incorporate the whole school community and take into account the voices of all learners, their parents and caregivers, support staff, and non-teaching staff (*The IB guide to inclusive education: a resource for whole school development*, 2015). Collaborative learning activities include activities with shared goals and involve all members of the school community. Activities may include group research and projects, debates, and role-play, and extend to collaborative planning and collaborative teaching for teachers.

Co-teaching (collaborative teaching) has been identified (Mitchell 2008) as a successful strategy for increasing access and participation.

Technology

The sound and balanced use of **multiple technologies** is integral to IB constructivist approaches to teaching and learning and actively supports the curriculum. It is closely related to the basic tenets of an IB education. "IB technologies" as part of an IB education aim to be:

- evident but seamless in the curriculum

- accessible to all learners, used to facilitate classroom environments that are inclusive and diverse by design, and useful in enhancing curriculum design and lesson planning

- adaptive to many contexts: cultural, physical and educational

- supportive of intercultural understanding, global engagement and multilingualism, specific hallmarks of an IB education
- helpful in collecting, creating, designing and analysing significant content.

The technology equivalents of the IB ideals emphasize the stance that technology use in the IB context supports the existing curriculum, but does not dominate it. Technology use is compatible with the IB curriculum and can produce desirable outcomes when integrated with the concepts outlined in the individual programmes.

Assistive technologies are those technologies used in the learning environment to:

- consolidate, assist or enable learning (Abbott 2007)
- release talent.

In a sense, all technologies are "assistive", as they aid teaching and learning. A technology is only "assistive" if the user considers it so. It is the responsibility of the community to ensure that technologies chosen both fit in to the general student population and are fit for purpose (whenever possible). Learning diversity paradigms do not cause students to stand out because of their differences, but to stand out because of their achievements.

Developing individual learning plans

Learning plans celebrate learning success, build on strengths and circumvent difficulties to develop the whole student. They describe the individual reasonable adjustments (accommodations and modifications) required to achieve expected learning outcomes.

In many countries, the individual learning plan (ILP, IEP, PEP, SSP, 504, and so on) is a legal entity and content and format is laid down by national legislation. The IB therefore does not specify what the learning plan should look like but suggests that an effective learning plan will adhere to the following ten statements.

- Learning plans acknowledge student strengths and interests.
- Learning plan development is a collaborative process and documented in the inclusion policy.
- Learning plans are focused on individual strengths and challenges rather than medical and psychological labels.
- Learning plans are properly integrated with the technologies the student uses in and out of the classroom.
- Learning outcomes are considered relevant by students, parents and teachers.
- Teaching and learning strategies are linked to the IB approaches to teaching and learning skills and the IB learner profile.
- Learning and learning progress are evidence-based.
- Learning plan meetings are student-led.
- Learning plans respect confidentiality.
- Learning plan development takes into account the local context and legislation, where appropriate.

Please consult *The IB guide to inclusive education: a resource for whole school development* (2015) for a full set of reflective questions to guide schools when developing learning plans.

How can we develop inclusive practices for our specific school context?

In recognition that inclusion is contextual and schools will be at different points of development, the IB has developed *The IB guide to inclusive education: a resource for whole school development* (2015). The guide has been designed to use with the whole school community to develop the associated ongoing process of:

- increasing access and engagement
- removing barriers to learning.

Taking into account the **learner profile** and its importance in empowering students and the **IB programme standards and practices**, the guide is specific to IB World Schools.

Why community involvement?

Successful inclusive schools are characterized (Hehir 2012) by the involvement of the whole school community in the inclusion process.

Learning communities should:

- be dynamic
- respond to the learning needs of the whole community
- include all stakeholders
- listen to the voices of all learners, their parents and caregivers, support staff and non-teaching staff.

Policy development involving all members of the school community is crucial to the development of common understandings, which underpin successful inclusion.

What is an IB inclusion policy?

It is good practice for all schools and all IB programmes to create an inclusion policy to articulate practices and procedures developed to remove barriers to learning. Inclusion policies are contextual, may depend on national legislation and will change over time to reflect the changing nature of organizational knowledge, staffing and school populations. The IB therefore does not specify the content or format of the policy but suggests that an effective inclusion policy will address the following.

- Reflect the school's mission and values.
- Articulate the school's vision on inclusion.
- Articulate practices and procedures developed to remove barriers to learning.
- Be in accordance with local legislation and school policy.
- Be consistent with IB expectations as stated in the IB standards and practices.
- Be accessible to the whole school community.
- Link with the school's policies (that is, language, learning, assessment).
- Be regularly reviewed at designated intervals in the school development cycle.
- Be clear about limitations to inclusion and how future school development addresses the limitation.

An inclusion policy ensures that:

- students are at the centre of learning and can take responsibility for their learning when appropriate
- resources are made available
- procedures and provisions remain consistent
- legal requirements are known and adhered to where necessary
- policies and procedures remain fit for purpose

- the learning environment (social and physical) lends itself to inclusion
- differentiation is supported from planning through to instruction and assessment.

To support schools in developing an inclusion policy, a set of reflection questions in the areas of school organization, school development, resources, stakeholders, communication, confidentiality, learning, policy documentation and policy processes have been developed. These questions can be found in *The IB guide to inclusive education: a resource for whole school development* (2015).

Developing a school policy for inclusion

The use of the **inquiry, action and reflection** cycle will sustain the development and review of the inclusion policy.
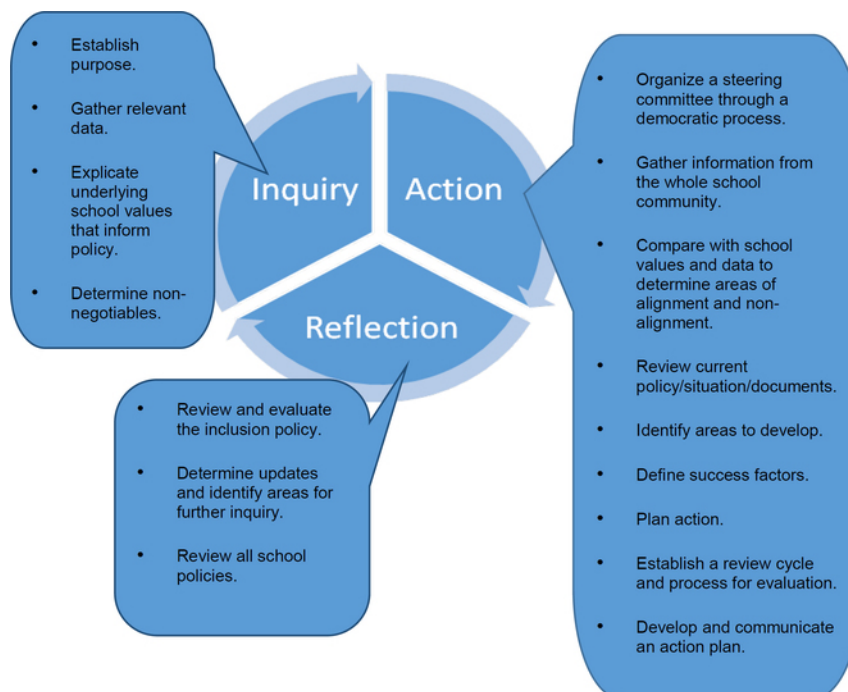
General resources

Assessment and access

Fair Access by Design: http://gov.wales/docs/dcells/publications/150615-fair-access-by-design-en.pdf

http://t.www.edtechpolicy.org/ArchivedWebsites/Articles/KnowingWhatAllStudents.pdf

Assistive technologies

CALL Scotland: Communication and Assistive Technology for People with Disabilities. www.callscotland.org.uk

Communication Matters: dedicated to creating a world where everyone has a right to a "voice" through the provision of equipment and ongoing support services. http://www.communicationmatters.org.uk/

Jisc TechDis: UK advisory service on technologies for inclusion. https://www.youtube.com/user/JISCTechDis

Learning resources

Dignity of Risk Project: http://dignityofrisk.com/

Early childhood inclusion: http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/EarlyChildhoodInclusion-SP_0.pdf

Free tools created by CAST/UDL: http://www.gse.harvard.edu/news/uk/15/04/tools-trade

Gifted education: Resources for parents and educators of gifted children, including articles and research, books, organizations, online support groups, and academic programmes. http://www.hoagiesgifted.org/

International Literacy Association: http://www.readwritethink.org/videos/literacy-in-action.html

Research and publications: Ali Yavar Jung National Institute For The Hearing Handicapped, Mumbai, India: http://ayjnihh.nic.in/research.asp

Sue Austin: https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair

Teacher training materials (UK): http://www.advanced-training.org.uk/

The publication icon on the website of the Rehabilitation Council of India leads to manuals, journals and newsletters on special needs. It is this body that offers recognition and registration to all professionals associated with special educational needs: http://www.rehabcouncil.nic.in/

UDL guidelines: http://udlguidelines.cast.org

Universal Design for Learning (UDL): www.cast.org

IB resources specific to supporting learning

IB resources on the programme resource centre

Candidates with assessment access requirements DP (2014)

Candidates with assessment access requirements MYP (2015)

Language and learning in IB programmes (2014)

Learning diversity and inclusion in IB programmes (2016)

Learning stories for inclusive education (a variety of themes)

Meeting student learning diversity in the classroom (2013)

Programme standards and practices (2014)

The IB guide to inclusive education: a resource for whole school development (2015)

Universal Design for Learning (UDL) in IB classrooms (2016)

What is an IB education? (2013)

LinkedIn network

IB communities of practice—inclusive education

IB network for inclusive education

Suggested reading

English

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FAQs

How can I find answers to my questions?

Consult IB documents on the programme resource centre—information, guides, learning stories from IB schools.

Pose your questions, share resources directly to IB educators via:

- The inclusive education forum ("Special educational needs") on the OCC—this space is for IB educators only and is moderated by an IB educator.
- The LinkedIn IB inclusive education network—this network is open to all interested parties and includes IB educators, IB staff, consultants, learning support specialists and researchers.

Send questions directly to:

- Assessment access—inclusion@ibo.org
- IB answers—https://ibanswers.ibo.org/

What is an inclusion policy and how should I write one?

See "Section 3" of this document.

Is it possible to create a standalone class to meet the needs of students with learning needs?

A standalone class with a permanent exclusion of the students from their mainstream peers is in conflict with the inclusive philosophy of the IB.

How can the schools use the learner profile to enhance inclusion?

Inclusion supports the democratic process by teaching through the learner profile so that all students, including those with learning support requirements, are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life.

Assessment

What are inclusive access arrangements?

Inclusive access arrangements are changed or additional conditions added during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate their level of attainment more fairly and are not intended to compensate for lack of ability.

Where can I find information about inclusive access arrangements?

Information can be found on the programme resource centre in the publication *Access and inclusion policy* (2018).

inclusion@ibo.org

ibanswers@ibo.org

When applying for inclusive access arrangements, what are you looking for in the candidate documentation that I provide?

We are looking for the candidate's usual way of working in the class. Have these access arrangements been used throughout the course of study? We are also looking to determine the degree of challenge faced by the candidate. What we would like to see is that the access arrangements provision is one of optimal support—not more and not less.

What documents should I submit to give the standardized scores you require?

You should provide a current educational psychologist's report/evaluation that includes standard scores. We do not ask for a full report with recommendations and testing in all areas, only the standard scores in the areas where the candidate faces a challenge.

Why don't you require specific tests/evaluations?

We do not list specific tests as these may vary from country to country. We do, however, require the tests to be carried out by a person who is qualified to the required standard in your country.

Besides standardized scores, what other documents will I be expected to provide?

We will expect you to submit educational evidence. Educational evidence can be, for example, a letter/ report from yourself and/or the candidate's subject teachers outlining any difficulties which may be apparent in class and what arrangements are given in class in order to help him/her access classroom tests and activities. Educational evidence can also be provided by way of a sample of work done under timed

conditions without the use of additional time/word processor/word processor with spell check (depending on what arrangement is being requested).

Are the inclusive access arrangements dependent upon a label such as dyslexia or ADD?

We give candidates inclusive access arrangements not because he/she has been identified with dyslexia, ADD, ADHD, and so on, but because of the effects that these learning difficulties have on characteristics which have the potential to affect the candidate's performance in the examinations (such as reading comprehension, reading/writing fluency, processing speed challenges). Hence, the degree of the challenge in these characteristics is important when determining what arrangements should be given.

If my candidate is a course candidate only registered for the personal project, how do I access inclusion?

Modification of criteria is possible in disciplines where the candidate is not registered for IB eAssessments. This does not need any authorization from the IB. Schools may support the candidate as required and the candidate may be eligible for Course Results.

Reasonable adjustment to the personal project has to be authorized by the IB. Requests and queries should be submitted to Access and Inclusion at the IB Assessment Centre by using the "Contact" tab in IBIS.

If my candidate is a course candidate registered for the personal project and courses, how do I ask for inclusive access arrangements?

Submit the online form available in IBIS (Candidate > Request for inclusive access arrangements) with supporting documents to request inclusive access arrangements for the registered eAssessment disciplines and for any reasonable adjustment to the personal project.

> **Warning**:
>
> It is not possible to modify criteria in disciplines where the candidate is registered for IB eAssessments. Where the candidate is not registered for eAssessments, modification to criteria is possible without prior authorization from the IB.
>
> Reasonable adjustment to the personal project and/or ePortfolio tasks has to be authorized by the IB.

I have MYP certificate candidates. Can I make changes to the assessment criteria?

It is not possible to modify criteria, as the eAssessment is the only route to IB validated grades; learning outcomes may not be altered.

Reasonable adjustment to the personal project and/or ePortfolio tasks has to be authorized by the IB.

Glossary

Accommodations	The IB does not use this terminology. Please refer to inclusive access arrangements and reasonable adjustments which are the terms employed by the IB in this context.
Collaborative planning	Collaborative planning as referred to in *Programme standards and practices*.
Co-teaching (collaborative teaching)	Two or more people sharing responsibility for teaching some or all of the students assigned to a classroom, involving the distribution of responsibility among people for planning, instruction and evaluation of a classroom of students.
Equity	As defined by OECD, "Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances—for example gender, socio-economic status or ethnic origin—should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all—for example, that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure."
Inclusion	Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.
Inclusive access arrangements	Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them.
	At a fundamental level, they address equal access and fairness to teaching and learning and in addition, validity and meaningfulness to assessment.
Learner variability	A term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality. Taking into account changing histories, circumstances and contexts learner variability represents the shifting combination of strengths and challenges that learners experience.
	Within this understanding it is recognized that there is no average brain and thus no average student. Learner variability upholds that categorizing students according to diagnostic labels (ADHD, dyslexia, and so on) does not provide sound indicators of a student's potential or appropriate teaching strategies.
Minority group	Category or part of the population, differing from the majority, which is defined and often discriminated against by the dominant group. A minority group in a school may refer to a category of students who share similar characteristics with respect to language, ethnicity, gender, sexuality, learning support requirements, medical and other challenges.
Modifications	The IB does not use this terminology. Please refer to inclusive access arrangements and reasonable adjustments which are the terms employed by the IB in this context.

Reasonable adjustments   Changes or additional conditions to the assessment process which may not be standard and are not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.