

INCLUSIVE EDUCATION POLICY

KANG CHIAO INTERNATIONAL SCHOOL EAST CHINA CAMPUS

*NURTURING INTERNATIONAL LEADERS,
PREPARING STUDENTS FOR A BEAUTIFUL FUTURE*

FOUR IDEALS:

EXPERIMENTAL

NATURE LOVING

BILINGUAL

CREATIVE



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Introduction

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning. It involves change and is facilitated in a culture of collaboration, mutual respect, support and problem solving and, according to the IB, it is a “whole school educational approach to which all schools should aspire.”¹

The mission of KCIS East China is to strive to provide a stimulating environment where diversity and inspiration are embraced. Therefore, implementation of inclusive education policy in KCIS East China is indispensable and significant.

Definition, Objectives and Principles

Definition

The inclusive education refers to “education for all”, which is a continuous educational process that accepts all students, opposes discrimination and exclusion, promotes positive participation, emphasizes collective cooperation and satisfies different needs. KCIS East China formulates the objective of inclusive education policy that are below in terms of the IBO's original goals.

Objectives

- Oppose discrimination, segregation and exclusion
- Promote positive participation
- Emphasize collective cooperation and satisfy different needs (special needs)
- Promote student fairness, equality and democracy
- Inclusion is a process by which schools develop their cultures, policies and practices to include all students.²
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.³

Principles

Faculty, staff and administration of KCIS East China acknowledge that:

- Students have different educational and learning needs, abilities, profiles and aspirations;
- Differentiation and scaffolding are needed to promote effective learning;
- Students gain knowledge and skills at different levels through different means;

¹ What is inclusion? August 26, 2016 in Classroom culture, Student success, IB World magazine dispels the myths associated with inclusion

² Head start School Inclusion Policy p 3

³ Head start School Inclusion Policy p 3

- Students are all capable and unique.

Programme Standards and Practices

Purpose

Practice 1.2. The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community.

Environment

Student Support Practice 2.1 The school implements and reviews systems and processes to identify the needs of students.

Student Support Practice 2.2. The school supports the identified needs of students, and evidences this support through planning, policy and practice.

Student Support Practice 2.3 The school provides staff, facilities and resources as outlined in their inclusion policy.

Culture

Culture Practice 1.2. The school provides relevant support materials, resources and structures to promote access to the school's programmes for as many students as reasonable.

Culture Practice 1.3. The school provides opportunities to access the programme(s) for the broadest possible range of students.

Culture Practice 2.1. The school implements and reviews an inclusion policy that meets IB guidelines.

Culture Practice 2.3. The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes.

Learning

Approaches to Teaching Practice 5.1. Teachers consider learner variability when planning students' personal learning goals.

Approaches to Teaching Practice 5.3. Teachers use IB-mandated policies to support students.

Approaches to Assessment Practice 3.2. The school regularly reviews and ensures compliance with all access arrangements.

Inclusion practice at the MYP applies the four principles of good practice as identified by the IB:

Valuing prior knowledge: meaningfully assess existing knowledge, strengths and interests. account prior

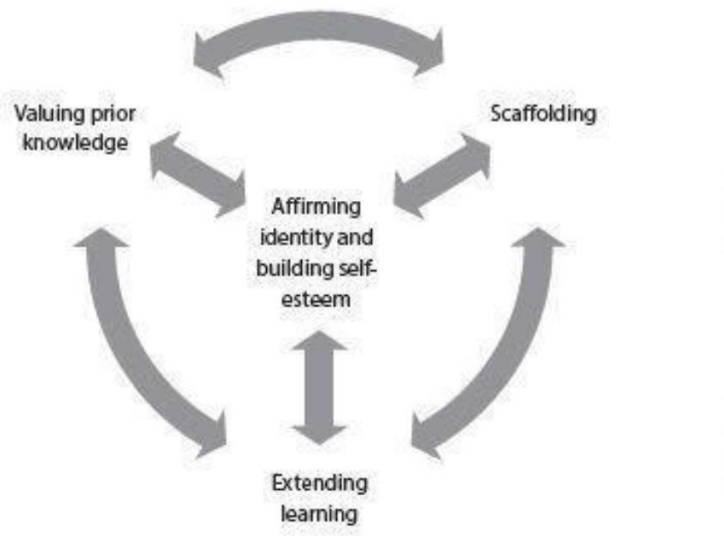


Figure 1

Visual representation of the four principles of good practice in an IB SEN learning cycle

learning when designing, differentiating and planning for new learning.

Scaffolding: Assessing prior learning is crucial so that smaller steps can be incorporated into the learning process and students are scaffolded in working towards mastery. Modifications such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers.

Extending learning: create the social and emotional conditions for learning and promote environments that welcome, celebrate and embrace the diversity.

Affirming identity and building self-esteem: Students with a positive identity are better able to take the risks necessary for successful learning. All students are visible and valued.

KCIS East China strives to ensure:

- Equality: every learner has an inherent right to education on basis of equality of opportunity.
- Diversity: every learner has his/her special characteristics, interests, abilities and learning needs.
- Differentiation: education should take into consideration those wide differences on characteristics and learning needs.
- Inclusion: school must satisfy children with special education needs and school should accept all students and oppose discrimination.

Admissions

Equal Access Opportunity

KCIS East China creates equal access opportunity to all students. For students applying to KCIS East

China, we will inform them to take the same formal KCIS East China entrance exam. The standard is to ensure the admission information is open and transparent. As a result, the maximum fairness in enrolment is guaranteed by KCIS East China.

Identification

Our school intends to identify the differentiation of each student, which indicates multiple needs the school is required to meet. The identification runs through the whole school life; school collects the individual student information in various possible ways. For instance, all students attend a psychological assessment related to personality, mental health or IQ etc. Every subject teacher prepares a diagnostic test in their first class to identify student with learning disability on their subject. In addition, all students are expected to fill the student information sheet on the opening day which homeroom teachers are responsible for saving and updating. The series of information collection are aimed to identify the different needs of students so that the school policy can be adjusted with more flexibility and inclusion in terms of the identification results.

Counselling Service

The Counselling office provides individual and group counselling service to all students. In addition, the Counselling office organizes professional development for homeroom and subject teachers that presents knowledge about special education and counselling skills. For students with special needs, they can get immediate support from teachers or professional counselling advice from the psychological counsellor.

Individual Counselling Plan

The students who need individual counselling are identified through psychological assessments and feedbacks from subject teachers and homeroom teachers. In addition, the voluntary student visitors are welcome through booking for counselling service in advance. The interview report is reserved by the counselling office. If the student needs to be supported by other departments like DSA, DAA or principal, the report can be referenced by other teachers to set up an individual education plan.

Voluntary guidance programme emphasises individual interaction between teachers and students. The program is developed in different ways, such as interview, phone conversation or home visits. It provides the regular counselling service for the special needs students in different aspects. The program opens for all teachers and students in the school. Teachers voluntarily get involved in the program. The guidance teachers are trained through workshops, lectures and professional development about guidance skill, they also receive supervision provided by the Counselling office.

The Counselling office also provides individual college counselling. The "Dream Plan" project is carried out at the beginning when students enter the school. The College counsellor has an individual interview

with each student in order to investigate her/his interests and dream schools. The College counsellor gives students advice to find right path for their future. The specific plan is the internship program created by the Counselling office and involves different departments of the school. For example, Teaching Internship Program for students interested in teaching, Sports/Coaching Internship Program for students interested in sports, Science Lab Program, Library Aid Program and other internship programs supported by different departments.

Group Counselling Plan

Group Counselling (support group)

The Counselling office organizes group counselling regularly (usually on Wednesday afternoon) on different topics. Students with similar special needs, such as social problem, emotional problem or students with learning disabilities can form a support group in the event. The psychological counsellor works as the regular guidance teacher in group counselling.

Lectures and Workshops

Lectures focus on the different developmental topics for students, for example, the lecture about adaption to new school life held at the beginning of the first term helps all students adapt to the new environment. Workshops with diverse educational topics are provided for teachers, which give professional knowledge and strategies on different student issues. The participation of students can be voluntary and compulsory according to individual situations.

Academic Programmes

The IB identifies⁴ six ways to extend learning for all students. These are:

- Create optimal learning environments that celebrate and embrace the diversity of all learners.
- Use technology that is accessible to all learners.
- Develop collaborative learning activities that include initiatives with shared goals and involve all members of the school community.
- Promote ATLs that develop affective and metacognitive skills, and encourage students to view learning as something that they do for themselves in a proactive way.
- Create accessible assessments in terms of design, content and medium.
- Teach to variability, which includes differentiation and Universal Design for Learning (UDL) – a

⁴ SEN publications > Learning diversity and inclusion in IB programmes

framework for curriculum development that provides all students with equal opportunities to learn.

Other Programmes

School Special Community

The School Special Community is established as a specific support system for special needs students, such as students with Asperger, Eating disorder, ADHD etc. A holistic support team that involves teachers, classmates and parents is built to help them have better quality school life.

Thematic Education Activity

A series of educational activities spread through the whole international department, we focus on one big theme (Gender Education, Life Education, Social Skills, Emotion Management, etc.) each quarter. The activities include class/homeroom workshops, video education and environment education. Every International department student is included in this program. The theme activities are repeated when new students come.

How is the Provision for Inclusion / SEN Supported by Professional Development?

- We have a clinical psychologist/counsellor appointed by the school who is trained and equipped to carry out psychological evaluations, therapies for learning difficulties, behavioural problems and mental health issues.
- The teachers of the school undergo in-school as well as external workshops and seminars which help them to be familiar with various conditions which warrant special needs, strategies that can be used in the classroom, and better ways in handling students.

Role of SEN Coordinator - Coordinator of School Psychologists

- The SEN coordinator along with the team of SEN teachers oversees the day to day operations of the SEN policy and coordinates provision of students in the mainstream.
- Ensuring there is liaison with parents and other professionals in respect of students with SEN both in house and external agencies.
- Liaison with external agencies including the Therapy provision and educational psychologists for the diagnostic reports.
- Advising and supporting other practitioners in the school. Planning, Developing and Reviewing Individual Education Plans (IEPs).

Role of IB Programme Coordinators

- Organizing classroom provisions for all the SEN students in each IB programme.

- Supporting mainstream teachers with differentiation strategies.
- Arrange examination provisions with IB⁵.

Responsibilities of the School

- Before accepting a student with special educational needs as a candidate for the Diploma Programme, coordinators 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. Some subjects may pose particular difficulties for a candidate with special needs. Consultation with IB Cardiff(sen@ibo.org) may be appropriate before confirming a candidate's subjects.
- All requests for special arrangements submitted by a coordinator must have the support of the head of school. (All correspondence from IB Cardiff concerning candidates with special assessment needs will normally be addressed to the coordinator.)
- Before submitting appropriate documentation to IB Cardiff, the school must obtain consent from the candidate and/or the candidate's parents or guardian.
- An application for special arrangements must be made on behalf of a candidate on a request form submitted by the coordinator or the head of school. A teacher who specializes in teaching students with special needs may complete the form, but must not be the signatory. An application will not be accepted directly from a candidate, or from a relative or guardian of a candidate.

Responsibilities of the LS Coordinator

- Some inclusive arrangements are permitted at the discretion of the IB coordinator and do not require prior approval from the IBO. Other inclusive arrangements must have prior authorization from the IBO.
- The IB/ LS coordinator is responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.
- The IB/ LS coordinator is also responsible for requesting inclusive assessment arrangements. Parent/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence.
- The IB/ LS coordinator will work together with parents/guardians, students, the IB counsellor, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB

⁵ Handbook of procedures for the Diploma Programme 2015
A9 Assessment access and special circumstances
A9.1 Inclusive assessment arrangements p 135
A9.2 Adverse circumstances p 140

student's usual and reasonable accommodations under a valid IEP.

Barriers to Learning⁶

As mentioned in the IB document, 'Learning diversity and inclusion in IB programmes', barriers to learning may be found in the way the school is 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.

School Organization and Resources

The barriers to learning exist when:

- inclusion has not been defined and aligned with the school's mission and vision
- school routines, transitions, teaching and learning practices do not align with policy
- human and material resources to support inclusion are not available

Cultures and Policies

The barriers to learning exist when:

- policies and teachers do not reflect the inclusive nature of the school
- human rights, diversity, quality and equity are not taken into account in the policies and practices

Approaches to Teaching and Learning

The barriers to learning exist when:

- practices do 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
- adjustments for learning and assessment across all IB programmes are not provided

Buildings and Physical Obstacles

The barriers to learning exist when:

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

⁶ Gupta 2016

Relationships among the Community

The barriers to learning exist when:

- 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

Responsibility for removing barriers to learning lies with the senior leadership team and school board in consultation with educators, learning support professionals, parents, students and all stakeholders, for every member of the school community. A teacher, as a teacher of all students, is responsible for making sure that each student is exposed to teaching and learning, that reaches them as individual learners.

What are Special Educational Needs?

The term “special educational needs” has a legal definition. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

KCIS East China understands that children are not considered as having learning difficulties just because their first language is not English, of course some of these children may have learning difficulties as well. Children with special educational needs may need extra help because of a range of needs such as: Difficulties in paying attention, thinking, understanding, and remembering physical or sensory difficulties, emotional and behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people.

Categories of Special Needs

The Disabled: Students with physical, sensory or mental impairments fall under this category. Due to these impairments they are unable to succeed in school which is why they require special educational needs. This category includes those who suffer from mental retardation, hearing loss, blindness and low vision, physical disabilities, communication disorders, autism, learning disabilities and emotional or behaviour disorders. KCIS East China at the very onset denies admission to children falling in this category as the school is not equipped with expertise and resources to deal with the same.

Students with learning difficulties: Children with intelligence level in the below average or borderline IQ range can be grouped together as slow learners. These children are easy to miss and are commonly seen as underachievers. They function below grade level and have high rates of dropping and are commonly seen as students “at risk”. They require special education needs because it aids them in performing according to their ability as a low IQ is lifelong.

The Gifted: Children who have very high IQ find themselves insufficiently challenged by the regular school program which is why they have special educational needs.

Following are the listed types of special needs categories⁷:

Cognitive and Learning	Attention Deficit Hyperactive Disorder
Dyslexia	Communication and Interaction
Dyscalculia	Speech and Language difficulties
Dysgraphia	Autism Spectrum Disorders
Mild Learning Difficulties	Asperger's Syndrome
Undiagnosed	Sensory
Specific Learning Difficulties	Mild/ Moderate hearing loss
Social, Emotional and Behavioural	Multi – sensory impairment
Attention Deficit Disorder	

School and Parent Partnership

The School supports parents in understanding their son's / daughter's Special Educational Needs by:

- Arranging meetings with parents and coordinators to discuss their children's learning needs.
- The SEN department discusses in detail the model of SEN support at the school.
- Inviting parents for IEP meetings to share and contribute for setting individual goals.
- Being aware that parents and caregivers will have differing levels of understanding and responding appropriately.
- Referring them for external services, such as Psychologists/ special educators / psychiatrists / medical professionals.
- Meeting parents at any point of the year with an open door policy including meeting with any external specialists working with the child discuss the student's progress.

Parent Referrals

Parents can directly refer the children to the Special Needs Department. A parent can refer their child for specific behavioural and academic problems as well as for testing.

◆ When can the parents refer the child?

The parents can meet the counsellor or the Special Needs Providers by prior appointment only. Most preferably the parents can refer their children during the Parent Teacher meetings or through personal communication.

⁷ Additional information found in IB document "Candidates with Special Assessment Needs", Terminology p 2

◆ What happens after the referral is made?

Once the parent has given the Diagnostic Interview (The first Interview with the parents with the purpose of identification of specific needs) and a brief description of the presenting problems the counsellor decides the intervention plan. More often than not the general “Special Needs Intake Procedure” will be followed. However, if the child shows clear symptoms of a specific disorder after a few observations the child is sent for testing.

◆ What if the child is NOT eligible for Special Needs Services?

If the child is found to be not eligible for special needs services the counsellor holds a meeting with the class teacher, and counsellor to discuss the case. Once a proper intervention plan is designed for the student the parents are contacted for a meeting. The findings and intervention is discussed with the parents.

◆ What to do if the parents do not want to access the special needs services provided by the school?

The school is not authorized to provide any special services without parental consent. The consent form must be filled up and signed by either parent before any special services can be provided to the student. If the Special needs department feels the child will be not be able to succeed without support for special needs, the matter is taken forward to the Principal. All further proceedings are instructed by the Principal.

◆ What to do if the referred child has already been diagnosed with a specific disability?

If the child has already been diagnosed the first step is to ask for the reports. In the absence of any reports the parents are requested to get a diagnostic report from their doctor or psychologist. They can also be sent for testing to the outsourced professionals. IQ testing is done by a trained psychologist. Only after the special needs department receives all necessary documents can the child be admitted to the school.

Individual Education Programme (IEP)

Once the student meets the criteria for special support, an Individual Education Plan/Programme (IEP) is developed for the child, which includes goals, objectives, activities and any additional supports needed to ensure the child reaches his/her maximum educational potential. Every student who receives special support must have an IEP. An IEP is a truly individualized document and is created for each student according to their difficulty. Every student has a unique learning style and has different levels of Special Educational Needs (SEN).

An IEP should aid learning, teaching and outcomes. An IEP must contain:

- Current Level of Performance Academic Goals
- Special Services
- Participation in External Tests: The IEP must state what modifications in the administration of

these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead. This support is based on the students' need and is subject to the approval of the IBO. The student's need for examination support is considered on individual basis.

Consideration of special arrangements such as those set out below is desirable⁸:

- Use of Calculators in class and during examinations.
- Spelling and grammar devices such as dictionaries.
- Giving extended time during exams and class tests.
- Some students require multiple breaks.
- Arrangements can be made for students to sit examinations in separate, quiet setting, to reduce distraction to the student and to other students.
- Reading out isolated words or passages for students with reading difficulties.
- Oral assessments for students with writing/speech.
- Any other provision specific to individual needs.

The Handbook of procedures for the Middle Years Programme: Assessment 2016 and Diploma Programme Candidates with special assessment needs will detail the standardized access arrangements for candidates with higher incidence learning support requirements, including dyslexia, vision impairments, hearing impairments, information processing challenges and physical challenges.

Confidentiality

All students that are a part of the special needs department should have personal files. Their files must contain:

- Intake sheet/information Case history (if taken)
- Records of testing (internal or outsourced) Daily progress notes
- Parent interaction/meeting notes
- Individual Education Program (IEP) and related documents Work done in the resource room.
- Teacher interactions in relation to the student Special accommodations the child requires.

◆ Who has access to the files?

The file of the student can be viewed by professionals involved in providing care and support to the child. Parents and outsourced organizations can have access to the files with the consent of the

⁸ Reference – relevant IBO Manuals and correspondence with Cardiff IB Office

counsellor and the head of school.

◆ Who keeps and maintains the files?

The counsellor / programme coordinator is responsible for file keeping and maintenance. He/she is also responsible for storing the files and labelling them accurately.

◆ Where are the files stored?

The files are stored in the resource room under lock and key. The Special Needs Coordinator/counsellor have access to the locked cupboard. A file can only be removed from the allotted space with his/her consent.

◆ When are the files disposed and how?

The files are to be disposed of 2 years after the child has left the school.

◆ How does this policy link to other policies?

Admission policy: Admissions policy requires parents to declare if there are any special learning needs that the parents are aware of, or if the student is already receiving treatment. The school admits students who have below moderate level of learning difficulties. The school doesn't admit students with physical (locomotor, visual, auditory, etc.) disabilities or students with moderate to severe level of intellectual impairment, because the school is not equipped with resources to deal with the same.

Assessment policy: Students with SEN may receive certain considerations, benefits and exemptions which will be approved by the SEN coordinator and the Programme Coordinator. This support is based on the students' need and is subject to the approval of the IBO. The student's need for examination support is considered on individual basis.

Academic Honesty Policy: Even if the student has SEN accommodations, academic dishonesty in any form will not be tolerated, and the student may face the consequences based on the policy.

Language Policy: There is the possibility of a student having both learning and language challenges. The accurate identification and support of language challenges is very important and necessitates the completion of a Language profile on enrolment.

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Appendix A

International Baccalaureate Principles:

All special arrangements that may be authorized by the IB are based on the following principles:

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, regardless of whether or not they have special needs.

1.2 Special arrangements are intended to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.

1.3 The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or certificates.

1.4 The school, not the IB, is responsible for establishing whether the Diploma Programme can be taught and assessed. Advice may be sought from IB Cardiff (sen@ibo.org) before a school accepts a student with special needs; however, this advice is restricted to the implications for internal and external assessment and does not extend to teaching methods and resources.

1.5 If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) (English, French or Spanish) arises from a diagnosed need, special arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)

1.6 The IB aims to authorize special 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. Coordinators are required to provide information on both the candidate's usual method of working in the classroom and under assessment conditions.

1.7 The IB is committed to an educational philosophy based on international mindedness. Therefore, the special assessment needs policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with special assessment needs, the policy represents the result of a consideration of accepted practice in different countries.

1.8 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of need are the same. Given that cultural differences occur in the recognition of learning issues and the accommodations allowed, some compromise may be necessary to help ensure comparability between candidates in different countries.

1.9 If special assessment arrangements are necessary for a candidate, consultation with the IB is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, activity, service (CAS), the appropriate IB regional office must be consulted. Any exceptions are stated in this document. However, a school may provide any kind of special arrangement for a candidate during his or her study of the Diploma Programme or trial (practice) examinations.

1.10 A school must not inform an examiner of a candidate's condition or adverse circumstance. Similarly, in the case of internally assessed work, teachers must not make any adjustments when marking a candidate's work. If appropriate, the IB will ensure that reasonable adjustments are considered.