

# Queensland Academies

## Creative Industries Campus

# Inclusive Education Policy



**CLEVER**



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Queensland Government

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# INCLUSIVE EDUCATION POLICY

In accordance with *IB Learning diversity and inclusion in IB Programmes* (Jan 2016)

*“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (Learning diversity and inclusion in IB programmes, 2016)*

At QACI we strive to remove barriers to student learning by addressing the following factors:

1. School organisation and resources
2. Cultures and policies
3. Approaches to teaching and learning
4. Building and physical obstacles
5. Relationships among the community

To ensure that ALL our students have equal access to the curriculum across the IB, QACI embraces the four (4) principles of good practice (*Learning diversity and inclusion in IB programmes, 2016*) - Affirming identity and building self-esteem; valuing prior knowledge; scaffolding learning; and, extending learning.

As an Education Queensland school that offers the International Baccalaureate Diploma Program, QACI is nevertheless obliged to follow Education Queensland, *Guidelines for Special Consideration in Assessment (May 2005)* and *International Baccalaureate Candidates with assessment access requirements (2014)*. Where the two policies differ, Year 11/12 students studying the IB Diploma will receive consideration in line with IB policy; students in Year 10, preparation for IB programs, will receive consideration in line with Education Queensland policy. However, should students in Year 10 be receiving consideration outside International Baccalaureate policy provisions, they would be made aware of the differences and implications for the IB Diploma. In the event that there is a conflict between the two policies, the IB will be consulted for advice.

## Rationale

In line with the IB Policy for Diploma Program *candidates with assessment access requirements*, we believe that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.

Where standard assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, application for inclusive access arrangements will be submitted to the IB for consideration.

This policy applies to candidates affected by temporary, long-term or permanent disability, illness or a learning difficulty.

All requests for consideration will be directed by the QACI IB Coordinator to the IB following email address: [adverse@ibo.org](mailto:adverse@ibo.org)

Arrangements available for candidates with assessment access requirements can apply **during their preparation of work for assessment and the period of their written examinations.**

## School Procedures in Response to Student Needs

1. Written notice from a medical practitioner that identifies the condition/s affecting the student's academic performance is required
2. Compile individual student profiles for teachers to reference for differentiation / classroom access considerations
3. IB Coordinator submits supporting medical/psych/educational evident and D2 documentation / IAA to IB in line with *Handbook of procedures for the Diploma Programme.*
4. IB Programs Officer prepares and distributes summary of documentation received from medical practitioner to teachers regarding in-class support and alternative arrangements as recommended
5. Teachers ensure students receive inclusive access arrangements and support as recommended
6. Success Coach communicates with the student and his/her teachers, to monitor their coping strategies and progress
7. Support staff provide guidance as needed e.g. organisational assistance, confidence strategies etc.
8. Where a student is verified as supported by Education Queensland, **regular teacher-aided support time** is given to communicate with the student regarding their progress and to advocate on behalf of the student to the teachers as needed; and to refer any issues to IB Coordinator and support staff
9. IB Coordinator and IB Programs Officer ensure **IB approved inclusive assessment arrangements are provided for all relevant examinations**, in adherence to IB Policy. Students are provided access to separate examinations space and invigilator following approved inclusive assessment arrangements.

# Terminology

## Assessment Component

Each subject and level for the Diploma Program is divided into assessment components, for example, paper 1, paper 2 and internal assessment. Some components are comprised of discrete tasks that are undertaken separately. These separate tasks within a component are referred to in this document as a “part” of an assessment component.

## Exceptional Circumstances

These are circumstances that are not commonly within the experience of other candidates with assessment access requirements. The IB reserves the right to determine which circumstances qualify as “exceptional” and therefore justify a particular inclusive assessment arrangement.

## Invigilator

A person, or persons, responsible for supervising an examination. Also referred to as a “proctor” or a “supervisor”. The invigilator of an IB examination may or may not be the IB Coordinator.

## Inclusive Assessment Arrangements

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

## Assessment access Requirements

A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

## Learning Support Requirements

These include support and/or access required to enable some candidates, who have the aptitude to meet all curriculum and assessment requirements, reach their full potential in learning and assessment.

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger’s syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

## Standard Score

A score, which allows for comparisons, that is based on a scale with a constant statistical mean and standard deviation. Publishers of psychological tests report standard scores with a mean of 100 and standard deviation of 15.

## Technical Language

This refers to terminology specific to the subject being tested. It may be the target of the assessment and must be known by the candidate to understand fully the subject.

# Principles

All inclusive assessment 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 learning support requirements.
- 1.2 Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- 1.3 The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.
- 1.4 If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements. If the arrangements are required for assessment, this document lists the arrangements that do not require prior authorization from the IB. For all other arrangements, prior authorization from the IB Assessment centre is mandatory. Similarly, if a Diploma Programme candidate has difficulties meeting the requirements for creativity, action, service (CAS), IB Answers must be consulted.
- 1.5 The IB aims to authorize inclusive assessment 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 the candidate's usual method of working in the classroom.
- 1.6 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive assessment arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.
- 1.7 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise which may be necessary to help ensure comparability between candidates in different countries.
- 1.8 Each request for inclusive assessment arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.
- 1.9 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.
- 1.10 The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.
- 1.11 If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.  
If it can be demonstrated that a candidate's lack of proficiency in his or her response language(s) arises from an identified learning support requirement, inclusive assessment arrangements may be authorized. (For subjects in groups 3 to 6, all candidates are allowed to use a translating dictionary in the written examinations.)
- 1.13 If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.
- 1.14 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 applied.
- 1.15 The list of inclusive assessment arrangements available is revised regularly. The IB will consider alternative arrangements proposed by a coordinator, provided those arrangements could be made available to all candidates with similar requirements.

- 1.16 According to the document *General regulations: Diploma Programme*, a Diploma Programme candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.
- 1.17 If the nature of a candidate's challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.
- 1.18 Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations. The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.
- 1.19 Any issues that arise from the nature of the inclusive assessment arrangements, or any unforeseen difficulties encountered by the candidate, should be reported to IB Answers as soon as possible.

# Education Queensland Policy

## Programming for Students with Disabilities

### Special Consideration

#### **What is special consideration?**

'Special consideration is the granting of exemption to, or the provision of special arrangements for, students with special needs.

Exemption: fairness to all students and the integrity of results reported on QACI reports require that no student be exempted from meeting any of the substantive requirements of the syllabus, for any reason. However, in cases of special consideration, schools may decide to exempt students from non-substantive subject requirements.

Special arrangements: 'special arrangements' refer to practical arrangements to vary the conditions under which assessment occurs in order to enable students with special needs to have an equal opportunity to demonstrate their knowledge and skills in a subject.'

(Queensland Studies Authority 1994, Special Consideration Exemption and Special Arrangements, downloaded 7 April 2005, <http://www.qsa.qld.edu.au/yourqsa/policy/special-c/index.html>)

Students with disabilities and learning disabilities that have been diagnosed or appraised by Education Queensland are able to be granted special consideration in order to allow them to accurately demonstrate their skills and knowledge. Special considerations granted should not in any way make the assessment piece easier for the students in regard to the skills and knowledge being tested but simply provide an even playing field for all students e.g. allowing a student to have a reader for an exam because they have a reading disability, provided that reading is not a skill being tested at the time. (Education Queensland, downloaded 2005)

#### **How do I decide what is and isn't special consideration?**

Special consideration should only be granted after examining the student's disability and the substantive syllabus requirements being assessed. This should be a collaborative decision made by the class teacher and the student's case manager; the classroom teacher bringing expertise on the syllabus requirements of the subject and the case manager offering expertise on the student's disability. In making a decision, the following questions should be considered:

- What aspect of the student's disability is preventing them from displaying their skills and knowledge?
  - E.g. reading difficulties, physical disability, increased sensory processing (sensitive to outside noises, too much information presented at once, etc), and inability to put thoughts into writing, inability to process multi step tasks.
- How can the assessment/assessment conditions be altered so that the disability is no longer preventing the student from displaying their skills and knowledge?
- Do the alterations provide the student with an unfair advantage?
- Are all criteria, substantive syllabus requirements? If not, some criteria may not be marked on (e.g. spelling and grammar, ability to write in a particular genre).
- Is the student still marked on the same substantive syllabus criteria as their peers? Special consideration should not mean that the students are being marked on completely different criteria to their peers (e.g. if the substantive criteria are related to public speaking then it would be inappropriate for the student to produce a written piece and be marked on criteria relating to an essay).

(Trish Taylor, 1999)

\*\* Special consideration applies **only** to assessment items. It is therefore possible for a student to have modifications to class content (e.g. teacher-aide assistance, reduced writing requirement, provision of main points only etc) and still receive a mainstream mark as they are still being assessed on the same substantive criteria as their peers.

## **Examples of special consideration include but are not limited to the following:**

### **Time related consideration**

- Negotiated extra time for tests including perusal (e.g. up to 20 minutes extra per hour)
- Negotiated time for assignments
- Options of rest breaks
- Scheduling of exams e.g. morning/afternoon

### **Change in presentation for papers or assignments**

- Print size e.g. large print
- Format—clear, uncluttered, well-spaced, boxed information
- Audio—tape, reader or multimedia
- Interpreter/transliterator
- Parallel presentation of language—symbols, signs, graphics
- Rewording the questions

### **Use of appropriate technology**

- Closed Circuit Television
- Laptops with/without spellchecker and voice output
- Typewriters
- Talking or large print calculators
- Use of specialised software
- Assistive listening devices
- Captions
- Augmentative and alternative communication devices
- Access to information through CD Rom, video and audio

### **Different environmental conditions**

- Appropriate lighting and seating
- Tests supervised in different room
- Oral presentations to reduced audience

### **Additional assistance**

- Scribe during formal examinations
- Assistance with planning and research for assignments
- Assistance where assessment has safety implications e.g. Home Economics, Science
- Reader for tests and formal assessments
- Interpreter/transliterator

### **Variation in the students response to the assessment task**

- Assessments presented in different formats, e.g. audio
- Use of other tactile/concrete materials
- Parallel representation of language—signs, symbols, graphics
- Video, audio and written
- Augmentative and alternative communication devices
- Computer presentation

(Education Queensland, downloaded 2005)