



Access and inclusion policy-SIEC



Learning diversity and inclusion

Soodeh International school in line with IB calls for SIEC to be organized in ways that value student diversity and respect individual learning differences.

Valuing diversity and differences is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Inclusive education involves responding positively to each student's unique learning profile, including students with diverse learning needs. There is a shift from specialist teachers being solely responsible for students with learning differences to collaborative planning by all teachers who are part of a student's education along the learning continuum.

The MYP is designed to include students with learning support requirements.

In our school, Student with learning support requirements, as defined by the IB, may:

- . have the aptitude to meet all the curriculum and assessment requirements but require support to reach their full potential in learning and assessment
- . Require support to access learning and teaching including planned strategies to access curricular instruction and inclusive assessment arrangements to access assessment.

Inclusion succeeds when a school-wide culture of collaboration encourages and supports inquiry and problem-solving. Increasing participation in the MYP is an important place to begin. Schools should ensure equality of access to the curriculum and provide students with the support they need in order to set and meet challenging educational goals.

School internal inclusion policy at SIEC:

Access and inclusion policy: must be considered when a learner is facing a long-term challenge.

Primary barriers:

additional language

Cultural variation

Hearing

Intellectual exceptionalities :(Cognitive delays or gifted and talented)

Movement and coordination

Medical

Mental health

Numeracy

Processing

Reading

Seeing

Social - emotional

Speech and language

Writing



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The purpose of this policy is to support students to participate in fully learning.

Soodeh internal inclusion policy:

SIEC has got its plans to meet the access requirements of students during their educational journey in the school to practice for learning, teaching, and assessment.

Formative assessment is included in curriculum and instruction, with the purpose of generating constructive feedback and suggestions that can best help students to learn.

IB teachers are encouraged to make use of universally designed assessments to create fair and inclusive formative assessments for all learners.

Teachers should adopt a balanced approach to assessment design, using a variety of assessment types and forms to ensure students with diverse strengths and needs have equal opportunities to demonstrate their understanding.

Formative assessment allows teachers to identify these developing and changing needs, and to adapt the access allowance and learning support accordingly.

The assessment policy is available throughout the course of the study (this includes all classroom work and formative assessments that are part of everyday learning and teaching).

Formative assessment is applied as an ongoing process embedded in the learning and teaching cycle with the purpose of monitoring learning and tracking progress, identifying developing changing needs, and adapting the access allowances and learning support accordingly.

Formative feedback also aims to build appropriate scaffolding for individual learners as they develop their concepts, skills, and understanding.

Access and inclusion policies are applied while learners may experience any number of fleeting or transient barriers that may disturb their learning for a few days (such as emotional barrier due to an alternation with peers or a medical issue).

At SIEC, it is the responsibility of the school to meet the student's learning needs. The first step in planning for access arrangement is to identify the barriers.

Inclusive access arrangements are put in place as soon as the need for additional support is identified by a psychologist or observation (at school or home) after learning about a previously identified challenge and must be in place throughout the course of learning and teaching, including for all formative assessments.

Note: in the case of internal assessment, marks are always awarded based on the student's work in accordance with the assessment criteria. Under no circumstances must the teacher consider another factor such as the student's challenges or difficulties.

However, for students with profound deafness the only route available for fair access to assessment is exemption from the listening comprehension component of the language B examination.

The purpose of access arrangements is to remove or reduce barriers. Under no circumstances should it give the student an undue advantage.



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All students, including those with specific learning challenges, are required to study two languages without any exemption. There are no exceptions to this rule.

Supporting documentation:

Two forms of supporting documentation are required when we submit a request for access arrangement for IB authorization.

- . An official report
- . Educational evidence from the school

All information about a student will be treated confidentiality

The school will not communicate with an examiner about a student's learning support requirements

It's the coordinator responsibility to submit the application for inclusive access arrangement on behalf of the student.

Supporting documentation:

Two forms of supporting documentation are required, An official report and an educational

All the documents are offered to IB with the consent of either the student or parents requesting.

Administration of access arrangement during examinations:

The school is responsible for ensuring that all equipment authorized for a student like the Braille machine, and also student is familiar with any assistive e.g. equipment that is requested as an inclusive arrangement.

Procedure

At SIEC the coordinator will submit the application for inclusive access arrangements on behalf of the student. Although a teacher may complete the application, it is ultimately the coordinator's responsibility to submit the completed form to the IB.

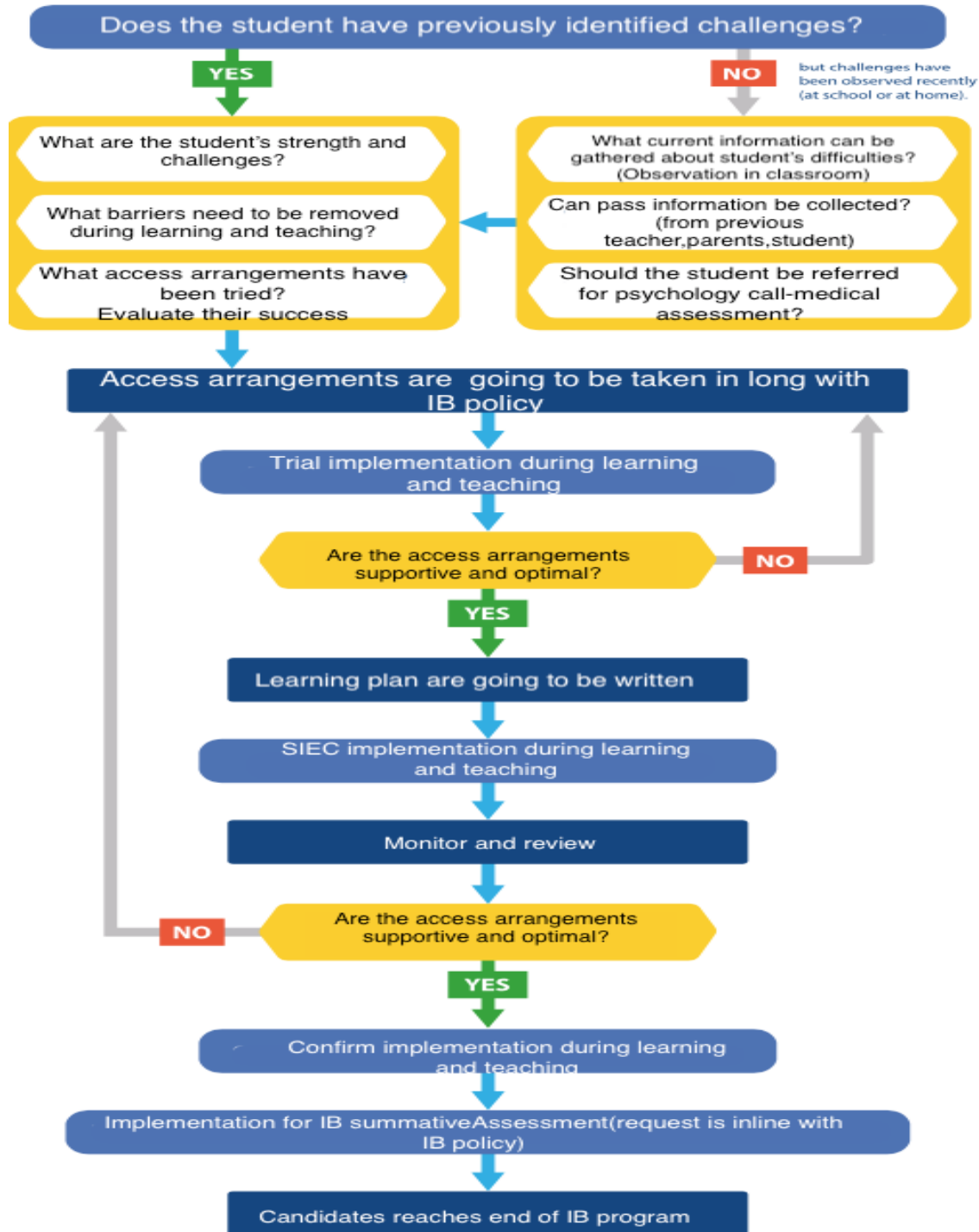
All requests for inclusive access arrangements submitted by a coordinator must have the support of the head of the IB World School (all correspondence from the IB concerning students with access requirements will normally be addressed to the coordinator).

All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom
- in line with the eligibility criteria stated in this policy
- submitted along with supporting documents as evidence

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Inclusive access arrangements: Decision path way in SIEC





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Supporting documentation

Two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization.

- An official report

This includes:

- a psychological/medical report
- evidence from a language test for additional language learners
- Educational evidence from the school

Language test reports

All language test reports for additional language learners must state:

- the standardized language test used
- The language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in the “[Guidance for additional language learners](#)” section of this publication.

Educational evidence

Educational evidence can be a letter/observational report from the coordinator and/or the student's subject teacher(s) outlining any difficulties that may be apparent in the classroom. The school should carefully consider the student's requirements. The IB is not seeking further evidence to confirm the presence of a medical or learning challenge but to understand the severity of the characteristics so that optimal and appropriate access arrangements can be authorized in line with IB policy.

Consent

Before submitting appropriate documentation to the IB, the school must obtain consent from the student if they are of the age of consent in their country, or from the student's parents/legal guardians.

Challenging an IB decision

Requesting a re-evaluation

If a school wishes the IB to reconsider the decision on authorization of request for access arrangements for a student, then a re-evaluation must be submitted within one month of the school receiving the IB decision. Requests for re-evaluations will take a minimum of four weeks to be processed by the IB.



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Letters or statements from parents/legal guardians will not be considered as supporting documents.

Administration of access arrangements during examinations

The school is responsible for ensuring that all equipment authorized for a student (for example, a Braille machine, computer software) functions correctly and that there is a member of staff who is familiar with its use.

The school is responsible for ensuring that the student is familiar with any assistive equipment/ software that is requested as an inclusive arrangement.

Guidance for additional language learners

The eligibility criteria and supportive documentation for provision of access arrangements for additional language learners differs from all the other arrangements offered through this policy.

This policy uses the linguistic competence of a student to identify an additional language learner. Additional language learners are students whose current course of study and assessment is delivered in a language that is not their first or best language and whose language ability is below the level that is deemed linguistically competent.

standard scores on a standardized language test:

The standardized language test will measure skill levels in speaking, listening, writing and reading in the response language.

Note: Additional language learners who have been authorized for inclusive access arrangements will be eligible for the bilingual MYP certificate.

MYP only

- Access for additional language learners can apply to examinations in individuals and societies, sciences, mathematics, arts, physical and health education, design and the programme core components.
- An MYP language acquisition placement would not eliminate the requirement of submitting scores from a standardized language test.
- Access for additional language learners does **not** apply to examinations in language and literature and language acquisition.

IB World Schools seeking to support students and develop innovative ways to remove or reduce barriers during learning and teaching.

Flexibility in duration

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	Learning and teaching IB assessments	MYP DP CP	Yes Not available for listening comprehension examinations	<ul style="list-style-type: none"> • A standard score of 90–100 in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 90–100 on an assessment of reading (reading fluency and/or reading comprehension) • A standard score of 90–

				<p>100 on an assessment of writing (writing fluency and/or written expression)</p> <ul style="list-style-type: none"> • A physical, sensory, psychological/ medical challenge due to which additional time is required
<p>Additional time (25%)</p>	<p>Learning and teaching</p> <p>IB assessments</p>	<p>MYP</p> <p>DP</p> <p>CP</p>	<p>Yes</p> <p>Only applicable for written examinations</p> <p>Access and inclusion policy 27</p> <ul style="list-style-type: none"> • Available for listening comprehension examinations for producing written responses but only if there is no request for additional time for listening <p>Not available for studies in language and literature and language acquisition examinations for additional language learners</p>	<ul style="list-style-type: none"> • A standard score of 90 or less on one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual-motor coordination, etc.) • A standard score of 90 or less on an assessment of reading (reading fluency and/or reading comprehension) and there is no request for additional time for listening <ul style="list-style-type: none"> • A standard score of 90 or less on an

				<p>assessment of writing (writing fluency and/or written expression) and there is no request for additional time for listening</p> <ul style="list-style-type: none"> • A physical, sensory, psychological/ medical challenge due to which additional time is required and there is no request for additional time for listening • A language test composite standard score in reading and writing that is below competency level • A language test composite standard score in reading and writing, listening and speaking that is below competency level
Additional time (50%)	Learning and teaching IB assessments	MYP DP CP	Yes Only applicable for written examinations Not applicable for additional language learners	<ul style="list-style-type: none"> • A standard score of 75 or less in one or more cognitive processing measures that affect speed of working (e.g., working

			<p>Available for listening comprehension examinations for producing written responses</p>	<p>memory, processing speed, long-term/short-term retrieval, visual-motor coordination, etc.)</p> <ul style="list-style-type: none"> • A standard score of 75 or less on an assessment of reading (reading fluency and/or reading comprehension) • A standard score of 75 or less on an assessment of writing (writing fluency and/or written expression) • Standard scores below 90 in at least three measures (where at least one includes a score on an assessment of reading or writing) that affect speed of working and there is no request for a scribe or reader/ screen reader • A physical, sensory, psychological/ medical challenge due to which additional time is required
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<p>Additional time for oral examinations (25%)</p>	<p>Learning and teaching IB assessments</p>	<p>MYP DP CP</p>	<p>Yes • Available for oral examinations including in the core subjects • Is applicable to both preparation and delivery of the oral examination so • the additional time could be split between the two</p>	<p>A standard score of 90 or less in processing speed measures that affect expressive and/or receptive speech, long-term/short-term memory or auditory processing A standard score in a language test in speaking and/or listening that is below competent</p> <ul style="list-style-type: none"> • Speech and communication challenges (e.g., stuttering) or psychological challenges (e.g., social phobia, anxiety, etc.)
<p>Additional time for listening in listening comprehension (25%)</p>	<p>Learning and teaching IB assessments</p>	<p>MYP DP CP</p>	<p>Yes</p>	<p>A mild or moderate hearing condition or auditory processing disorder due to which the student would require additional time for listening and there is no other request for additional time</p>
<p>Rest breaks</p>	<p>Learning and teaching</p>	<p>MYP DP</p>	<p>No</p>	<p>A physical, sensory, psychological/medical challenge or any other difficulty due to which</p>



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	IB assessments	CP		rest breaks are required
Deferral	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session
Extensions to IB submission deadlines	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement

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Additional retakes (exceptional—provided on a case-by-case basis)	IB assessments	MYP DP CP	Yes	A severe physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement Access arrangements have been in place for the first three examination sessions
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Additional time: Guidance

- Additional time of 10% is applicable for all mild challenges.
- In exceptional cases, or for students with visual challenges working with Braille who have a requirement for a substantial amount of additional time, 100% or more additional time may be given for assessments upon authorization from the IB.
- If the standard additional time applicable for all subjects (25%) is requested, a separate request for additional time in mathematics is not necessary.
- When requesting additional time, it is important to consider that too much time may be tiring for a student and, therefore, counterproductive. Similarly, more time spent on a task does not necessarily improve the quality of the response given by a student.
- For students with attention challenges, where there are no standard scores on executive functions (such as processing speed and working memory) in psychological reports and where there is substantial educational evidence to justify the need for the requested arrangement, the standard 25% additional time may be authorized.
- The authorized additional time for oral examinations can be divided between preparation time and the oral delivery. The total additional time should not exceed the time that has been authorized by the IB.



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-For additional language learners, the extra time is primarily authorized for the repeated use of a bilingual dictionary during written examinations.

Rest breaks: Rules

- The amount of time permitted for stop-the-clock rest breaks is not counted towards the duration of the student's examination.
- During a rest break, the student is not permitted to read, respond to the examination paper or write notes of any kind. Students may be allowed to leave the room under supervision for all or part of the rest period.
- Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other students.
- The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the student's circumstances, although 10 minutes per hour is the general recommendation.
- For a student with diabetes, a rest break can be provided to check blood sugar or to take food or drink.
- A rest break does not need approval from the IB. However, if during a break, a mobile phone or tablet is needed to measure the student's blood sugar, this must be approved by the IB. At no time during the examination can the phone or tablet be in the possession of the student—it must be placed on the invigilator's desk.

Deferral: Rules

-Deferral of one or more subjects to the next or a future examination session may be possible for a student if:

- their study has been greatly affected during the programme
- deferral gives better access to the programme as it allows them to complete the requirements over a longer period.

- A decision to defer can be made at the start of the programme and advice can be sought from the IB for this. However, the formal request for deferral can only be made to the IB after registration for the examination session.

- Students can be registered 20 months before the examination session, after which the IB can process the request to defer one or more subjects to the next or future examination session.

- The registration and subject fees for the subject(s) concerned will be carried forward and the deferred session will not count as one of the available three sessions in which the student must complete the programme.



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- In exceptional instances, a request can be made to support an extension of the duration of the programme for a student. This means extending the period of course of study for the student by splitting the learning and teaching of the subjects. In these cases, schools can request that the IB allow the student to take their assessments in some subjects in one session (beyond any usual anticipated subjects) and the rest of the subjects in a later session. Such requests will be processed on a case-by-case basis and will require supporting evidence—for example, the extended learning plan for the student.

Extensions to IB deadlines: Rules

- A request for an extension to a deadline must be received by the IB before the normal submission deadline. An extension to a deadline will not be authorized retrospectively.
- The IB is responsible for advising an examiner that a student’s work will arrive after the normal deadline, not the coordinator.
- If the student’s work arrives after the normal deadline, there may be a delay in the issue of results.

Flexibility in presentation of material and resources/reception of content

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility

Modified on-screen examinations (See full list of modifications)	Learning and teaching IB assessments	MYP	Yes	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way of working
Text of audio content	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way of working
Adaption to questions due to color blindness	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way of working
Designated person for colour naming (for colour)	Learning and teaching	MYP DP	Yes • Available for oral	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge

blindness)	IB assessments	CP	<p>examinations including in the core subjects</p> <ul style="list-style-type: none"> • Is applicable to both preparation <p>and delivery of the oral examination so</p> <ul style="list-style-type: none"> • the additional time could be split between the two 	<p>or any other difficulty due to which the access arrangement is required and is the usual way of working</p>
Reader	<p>Learning and teaching</p> <p>IB assessments</p>	<p>MYP</p> <p>DP</p> <p>CP</p>	<p>Yes</p> <p>Available for listening comprehension examination</p>	<ul style="list-style-type: none"> • A standard score one a psychological test of 90 or less in reading speed/accuracy/comprehension • A standard score on a language test in reading that is below competent • A medical, physical or sensory condition due to which student wither cannot read/has difficulty in reading



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Note: During IB examinations, it is a breach of regulations if students are found in possession of any device **that has not been put in place by the school or authorized by the IB**. This applies even if the device was intended to act as an aid for the student.

Types of modifications available for on-screen IB examinations (MYP)

These are the types of modifications available for MYP on-screen examinations.

- Alternative accessible font (Lexie Readable) Alternative text/background colour
 - Black text on light yellow (RGB: 250, 250, 200).
 - Black text on blue (RGB: 230, 255, 255).
 - Black text on yellow (RGB: 255, 255, 0).
 - Black text on pink (RGB: 255, 238, 250).
 - Black text on grey (RGB: 224, 222, 223).
 - Black text on off-white (RGB: 255, 255, 229).
 - Yellow text on black (RGB: 255, 255, 0).

Note: When a student requires enlarged fonts or images, the zoom feature may be used. When a student requires a large zoom factor, a higher screen resolution is required. Further, a larger screen is also advised. For a zoom of 150%, a high definition (HD) screen (1,920 pixels wide) is recommended.

Modified examinations: Rules

- The IB cannot guarantee modified examinations if requests are submitted after the deadline stated in the *Assessment procedures* for the relevant programme.
- The coordinator must inform the IB if there are any changes, including subject levels, made to course registrations after the authorization of modified examinations. Modified examinations cannot be guaranteed if this procedure has not been followed.
- There will be no modification to the assessment criteria when developing adapted questions for students with visual impairment.

Flexibility in response

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Scribe	Learning and teaching IB assessments	MYP(for the eAssessment, the scribe will type for the student) DP CP	Yes	<ul style="list-style-type: none"> • A standard score on a free writing speed test that is below average for the student's age • A standard score of 90 or less in written expression/spelling/information processing/working memory • Handwriting that is largely illegible to someone who is not familiar with it. • A medical, physical or sensory condition.
Graphic organizer	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> • A standard score of 90 or less in written expression/information processing/working memory. • Medical, physical or sensory condition

Text to speech	Learning and teaching IB assessments	MYP DP CP	Yes	<ul style="list-style-type: none"> A challenge with speech that requires the student to use this assistive technology for the oral component of the course
Talking calculator	Learning and teaching IB assessments	MYP DP CP	Yes	A medical, physical or sensory condition that causes difficulties in accessing standard calculators .

Four-function calculator: Rules

- A four-function calculator is a basic calculator performing only the functions of addition, subtraction, multiplication and division.

- It can be used in subjects requiring mathematics calculations (as decided by the IB) where a calculator is otherwise not allowed in the examination. Please refer to the *Assessment procedures* for the relevant programme for a full list of examinations where a four-function calculator can be allowed.

-It is a breach of regulations if a student is found in possession of a calculator other than a four-function calculator unless specified for that examination.

Use of human assistance

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Care assistant	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> A sensory or medical challenge or any other difficulty that requires a care assistant
Practical assistant	Learning and teaching IB assessments	MYP DP CP	No	<ul style="list-style-type: none"> A physical, sensory, psychological/medical challenge or any other difficulty that requires a practical assistant.
Spelling assistant	IB assessments	MYP	Yes	<ul style="list-style-type: none"> Difficulty in spelling due to learning psychological or other difficulties
Communicator (To clarify instructions or directions)	Learning and teaching	MYP DP	No	<ul style="list-style-type: none"> A sensory or medical challenge or any other

	IB assessments	CP		difficulty that requires a communicator
Designated person for colour naming	Learning and teaching IB assessments	MYP DP CP	No	Colour blindness

Rules and guidance for IB assessments

Use of human assistance: Rules

Family members cannot be appointed as assistants for a student during an examination. This rule applies under all circumstances, including when a request has been made for an alternative venue for examinations to be conducted at home.

Spelling assistant (MYP only): Guidance

The spelling assistant can either check spellings as the student is working or at the end of the on- screen examination. This decision must be based on student preference during learning and teaching. Any additional time that is required for the spellcheck must be included in the usual way of working and be authorized by the IB.

Prompter: Guidance

For maximum benefit and support, it is best practice to use a prompter for regular class activity and tests rather than only introducing this at the time of the examinations. Please refer to “5.4 Instructions for a prompter” in the “Appendices” for further information.

For students who have difficulty with concentration, a prompter often works much better than additional time because the student is directed to attend to the task **on hand rather than getting additional time that they may not use effectively.**



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Flexibility in equipment, setting or location

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Separate room (within the school) for class tests and IB examinations	Learning and teaching IB assessments	MYP DP CP	No	A physical, sensory, psychological/ medical challenge or any difficulty due to which this arrangement is required.
Specific seating locations	Learning and teaching IB assessments	MYP DP CP	No	
Specific lighting	Learning and teaching IB assessments	MYP DP Cp	No	
Alternative venue (away from school for IB examinations)	IB assessments	MYP DP CP	Yes Policy covered in Assessment procedure for relevant program	

Noise-canceling headphones	Learning and teaching IB assessments	MYP DP CP	No	
Adapted desk or seat	Learning and teaching IB assessments	MYP DP CP	No	
Medical aids and equipment	Learning and teaching IB assessments	MYP DP CP	No	

The mobile phone or tablet must always be kept on the invigilator's desk.

The role of a reader is to read the examination aloud to a student accurately, without any alteration or explanation or interpretation to wording.

the reader must point to all notations. In mathematics examinations for students with visual impairment, the reader must read the notation without interpreting it or expanding on it for the student.

Where there are visual responses (such as graphs, maps or diagrams), the scribe must produce them exactly according to the instructions of the student.

A scribe must not act as a prompt, unless there has been a prior decision by the school to use a prompter as an access arrangement for the student.

Instructions for a script reader (for lip reading)

The IB will provide the school with a script for the script reader to use.



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Rules and guidance for use of a word processor

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	Learning and teaching IB assessments	MYP DP CP	Yes Not available for listening comprehension examinations	<ul style="list-style-type: none">• A standard score of 90–100 in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.)• A standard score of 90–100 on an assessment of reading (reading fluency and/or reading comprehension)• A standard score of 90–100 on an assessment of writing (writing fluency and/or

				<p>written expression)</p> <ul style="list-style-type: none"> • A physical, sensory, psychological/ medical challenge due to which additional time is required
<p>Additional time (25%)</p>	<p>Learning and teaching</p> <p>IB assessments</p>	<p>MYP</p> <p>DP</p> <p>CP</p>	<p>Yes</p> <p>Only applicable for written examinations</p> <p>Access and inclusion policy 27</p> <ul style="list-style-type: none"> • Available for listening comprehension examinations for producing written responses but only if there is no request for additional time for listening <p>Not available for studies in language and literature and language acquisition examinations for additional language learners</p>	<ul style="list-style-type: none"> • A standard score of 90 or less on one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual-motor coordination, etc.) • A standard score of 90 or less on an assessment of reading (reading fluency and/or reading comprehension) and there is no request for additional time for listening • A standard score of 90 or less on an assessment of writing (writing fluency and/or written

				<p>expression) and there is no request for additional time for listening</p> <ul style="list-style-type: none"> • A physical, sensory, psychological/ medical challenge due to which additional time is required and there is no request for additional time for listening • A language test composite standard score in reading and writing that is below competency level • A language test composite standard score in reading and writing, listening and speaking that is below competency level
Additional time (50%)	Learning and teaching IB assessments	MYP DP CP	Yes Only applicable for written examinations Not applicable for additional language learners Available for listening comprehension examinations for producing written	<ul style="list-style-type: none"> • A standard score of 75 or less in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-

			responses	<p>term retrieval, visual–motor coordination, etc.)</p> <ul style="list-style-type: none"> • A standard score of 75 or less on an assessment of reading (reading fluency and/or reading comprehension) • A standard score of 75 or less on an assessment of writing (writing fluency and/or written expression) • Standard scores below 90 in at least three measures (where at least one includes a score on an assessment of reading or writing) that affect speed of working and there is no request for a scribe or reader/ screen reader • A physical, sensory, psychological/ medical challenge due to which additional time is required
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<p>Additional time for oral examinations (25%)</p>	<p>Learning and teaching IB assessments</p>	<p>MYP DP CP</p>	<p>Yes • Available for oral examinations including in the core subjects • Is applicable to both preparation and delivery of the oral examination so • the additional time could be split between the two</p>	<p>A standard score of 90 or less in processing speed measures that affect expressive and/or receptive speech, long-term/short-term memory or auditory processing A standard score in a language test in speaking and/or listening that is below competent</p> <ul style="list-style-type: none"> • Speech and communication challenges (e.g., stuttering) or psychological challenges (e.g., social phobia, anxiety, etc.)
<p>Additional time for listening in listening comprehension (25%)</p>	<p>Learning and teaching IB assessments</p>	<p>MYP DP CP</p>	<p>Yes</p>	<p>A mild or moderate hearing condition or auditory processing disorder due to which the student would require additional time for listening and there is no other request for additional time</p>
<p>Rest breaks</p>	<p>Learning and teaching IB assessments</p>	<p>MYP DP CP</p>	<p>No</p>	<p>A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required</p>



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Deferral	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session
Extensions to IB submission deadlines	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement

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Additional retakes (exceptional—provided on a case-by-case basis)	IB assessments	MYP DP CP	Yes	A severe physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement Access arrangements have been in place for the first three examination sessions
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Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	Learning and teaching IB assessments	MYP DP CP	Yes Not available for listening comprehension examinations	<ul style="list-style-type: none"> • A standard score of 90–100 in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 90–100 on an assessment of reading

				<p>(reading fluency and/or reading comprehension)</p> <ul style="list-style-type: none"> • A standard score of 90–100 on an assessment of writing (writing fluency and/or written expression) • A physical, sensory, psychological/medical challenge due to which additional time is required
<p>Additional time (25%)</p>	<p>Learning and teaching</p> <p>IB assessments</p>	<p>MYP</p> <p>DP</p> <p>CP</p>	<p>Yes</p> <p>Only applicable for written examinations</p> <p>Access and inclusion policy</p> <p>27</p> <ul style="list-style-type: none"> • Available for listening <p>comprehension examinations for producing written responses but only if there is no request for additional time for listening</p> <p>Not available for studies in language and literature and</p>	<ul style="list-style-type: none"> • A standard score of 90 or less on one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 90 or less on an assessment of reading (reading fluency and/or reading comprehension) and

			language acquisition examinations for additional language learners	<p>there is no request for additional time for listening</p> <ul style="list-style-type: none"> • A standard score of 90 or less on an assessment of writing (writing fluency and/or written expression) and there is no request for additional time for listening • A physical, sensory, psychological/ medical challenge due to which additional time is required and there is no request for additional time for listening • A language test composite standard score in reading and writing that is below competency level • A language test composite standard score in reading and writing, listening and speaking that is below competency level
Additional time	Learning and	MYP	Yes	<ul style="list-style-type: none"> • A standard score of 75 or

<p>(50%)</p>	<p>teaching IB assessments</p>	<p>DP CP</p>	<p>Only applicable for written examinations</p> <p>Not applicable for additional language learners</p> <p>Available for listening comprehension examinations for producing written responses</p>	<p>less in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual-motor coordination, etc.)</p> <ul style="list-style-type: none"> • A standard score of 75 or less on an assessment of reading (reading fluency and/or reading comprehension) • A standard score of 75 or less on an assessment of writing (writing fluency and/or written expression) • Standard scores below 90 in at least three measures (where at least one includes a score on an assessment of reading or writing) that affect speed of working and there is no request for a scribe or reader/ screen reader • A physical, sensory,
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				psychological/ medical challenge due to which additional time is required
Additional time for oral examinations (25%)	Learning and teaching IB assessments	MYP DP CP	<p>Yes •</p> <p>Available for oral examinations including in the core subjects</p> <ul style="list-style-type: none"> • Is applicable to both preparation and delivery of the oral examination so • the additional time could be split between the two 	<p>A standard score of 90 or less in processing speed measures that affect expressive and/or receptive speech, long-term/ short-term memory or auditory processing</p> <p>A standard score in a language test in speaking and/or listening that is below competent</p> <ul style="list-style-type: none"> • Speech and communicatio n challenges (e.g., stuttering) or psychological challenges (e.g., social phobia, anxiety, etc.)
Additional time for listening in listening comprehension (25%)	Learning and teaching IB assessments	MYP DP CP	Yes	A mild or moderate hearing condition or auditory processing disorder due to which the student would require additional time for listening and there is no other request for additional time



Access and inclusion policy-SIEC



Rest breaks	Learning and teaching IB assessments	MYP DP CP	No	A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required
Deferral	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session
Extensions to IB submission deadlines	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement

Additional retakes (exceptional—provided on a case-by-case basis)	IB assessments	MYP DP CP	Yes	A severe physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement Access
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Access and inclusion policy-SIEC



				arrangements have been in place for the first three examination sessions
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During the examinations

The student must type their IB personal code on each typed sheet of paper that they submit. No other personal information should be included on their word-processed responses.

Investigation and planning commence in year 4 and taking action, reflecting and reporting are completed in year 5.

Access arrangement	When will it be applied?	Applicable programmes for IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	Learning and teaching IB assessments	MYP DP CP	Yes Not available for listening comprehension examinations	<ul style="list-style-type: none"> • A standard score of 90–100 in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 90–100 on an assessment of reading

				<p>(reading fluency and/or reading comprehension)</p> <ul style="list-style-type: none"> • A standard score of 90–100 on an assessment of writing (writing fluency and/or written expression) • A physical, sensory, psychological/medical challenge due to which additional time is required
<p>Additional time (25%)</p>	<p>Learning and teaching</p> <p>IB assessments</p>	<p>MYP</p> <p>DP</p> <p>CP</p>	<p>Yes</p> <p>Only applicable for written examinations</p> <p>Access and inclusion policy</p> <p>27</p> <ul style="list-style-type: none"> • Available for listening <p>comprehension examinations for producing written responses but only if there is no request for additional time for listening</p> <p>Not available for studies in language and literature and</p>	<ul style="list-style-type: none"> • A standard score of 90 or less on one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual–motor coordination, etc.) • A standard score of 90 or less on an assessment of reading (reading fluency and/or reading comprehension) and

			language acquisition examinations for additional language learners	<p>there is no request for additional time for listening</p> <ul style="list-style-type: none"> • A standard score of 90 or less on an assessment of writing (writing fluency and/or written expression) and there is no request for additional time for listening • A physical, sensory, psychological/ medical challenge due to which additional time is required and there is no request for additional time for listening • A language test composite standard score in reading and writing that is below competency level • A language test composite standard score in reading and writing, listening and speaking that is below competency level
Additional time	Learning and	MYP	Yes	<ul style="list-style-type: none"> • A standard score of 75 or

<p>(50%)</p>	<p>teaching IB assessments</p>	<p>DP CP</p>	<p>Only applicable for written examinations</p> <p>Not applicable for additional language learners</p> <p>Available for listening comprehension examinations for producing written responses</p>	<p>less in one or more cognitive processing measures that affect speed of working (e.g., working memory, processing speed, long-term/short-term retrieval, visual-motor coordination, etc.)</p> <ul style="list-style-type: none"> • A standard score of 75 or less on an assessment of reading (reading fluency and/or reading comprehension) • A standard score of 75 or less on an assessment of writing (writing fluency and/or written expression) • Standard scores below 90 in at least three measures (where at least one includes a score on an assessment of reading or writing) that affect speed of working and there is no request for a scribe or reader/ screen reader • A physical, sensory,
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				psychological/ medical challenge due to which additional time is required
Additional time for oral examinations (25%)	Learning and teaching IB assessments	MYP DP CP	Yes Available for oral examinations including in the core subjects • Is applicable to both preparation and delivery of the oral examination so • the additional time could be split between the two	A standard score of 90 or less in processing speed measures that affect expressive and/or receptive speech, long-term/ short-term memory or auditory processing A standard score in a language test in speaking and/or listening that is below competent • Speech and communicatio n challenges (e.g., stuttering) or psychological challenges (e.g., social phobia, anxiety, etc.)
Additional time for listening in listening comprehension (25%)	Learning and teaching IB assessments	MYP DP CP	Yes	A mild or moderate hearing condition or auditory processing disorder due to which the student would require additional time for listening and there is no other request for additional time



Access and inclusion policy-SIEC



Soodeh International Educational Complex

Rest breaks	Learning and teaching IB assessments	MYP DP CP	No	A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required
Deferral	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or future session
Extensions to IB submission deadlines	IB assessments	MYP DP CP	Yes	A physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement

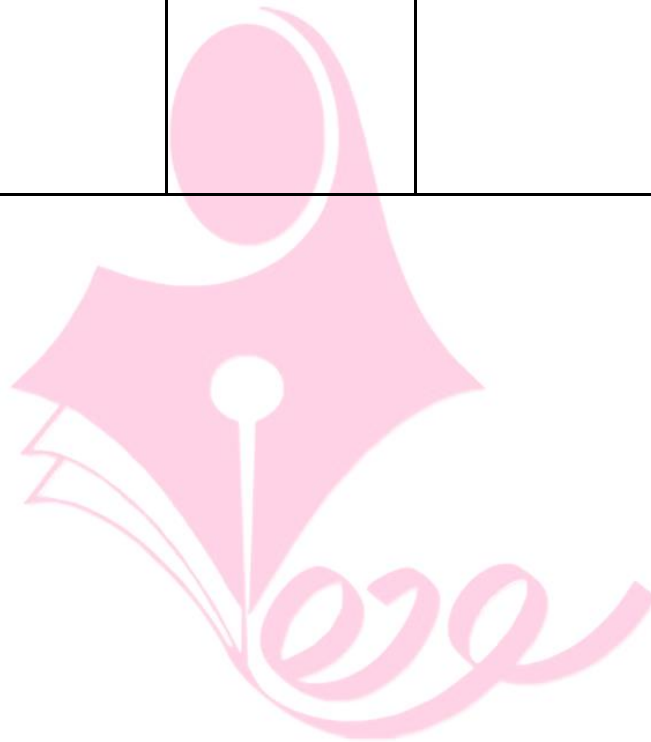
Soodeh International Educational Complex



Access and inclusion policy-SIEC



Additional retakes (exceptional—provided on a case-by-case basis)	IB assessments	MYP DP CP	Yes	A severe physical, sensory, psychological/medical challenge or any other difficulty that requires this access arrangement Access arrangements have been in place for the first three examination sessions
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Soodeh International Educational Complex