Cambridge High School

Cambridge High School Inclusion Policy

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Our Guiding Principles

IB Mission Statement

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

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

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

CHS Mission Statement

Cambridge High School is fully and unequivocally committed to excellence and success by providing a challenging, yet supportive, nurturing and balanced learning environment that allows learners to flourish personally and academically. Through the implementation of high-quality international programmes, education is engaging, effective and inclusive. CHS provides learners with a unique educational experience that incorporates rigorous curricula, extracurricular activities and service initiatives that shape students into well-rounded, caring lifelong learners who are able to work collaboratively and respectfully with others to overcome challenges and contribute towards creating a more sustainable, resilient and peaceful world.

CHS Vision Statement

Cambridge High School aims to develop lifelong learners equipped with the knowledge and skills needed to reach their fullest potential and to become proactive citizens capable of contributing effectively and efficiently to their communities and the world. CHS aspires for its learners to become innovative, caring and internationally minded individuals who have a deep-rooted respect for their cultural values and principles, as well as that of others.

IB Learner Profile

Inquirers	Risk-takers	Caring	Principled
Open-minded	Communicators	Balanced	Reflective
Knowledgeable	Thinkers		

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Inclusion Policy

Inclusion Philosophy

CHS believes in embracing learning diversity and differences to create an inclusive and welcoming environment necessary for a successful educational journey. We understand the importance of breaking down barriers and removing obstacles that may hinder student from effective learning and assessment. As a result, access and inclusion needs are taken into consideration for certain medical, psychological, or emotional challenges that students may face. The school believes that every student has the right to be educated in the context that best suits their learning needs and differences. CHS strives to promote the development of its students as long-life learners, who approach learning rigorously, with an open mind, principles and care towards others. It is a core belief of the school that all students should be given a fair chance to show their individual capabilities, despite their variables.

As a member of the CHS community, it is the school's responsibility to meet the student's needs when possible and within the means available at the school. This can be achieved by helping to reduce or remove the learning barriers through careful observations and evaluations, and providing an optimal support system in keeping with the IB rules and regulations and its learning diversity and inclusion policy on an individual basis.

Inclusion Purpose

The inclusion policy aims to communicate the important role of access and inclusion to the school community as a whole, whether teachers, students or parents for all stakeholders involved to support or be supported in the educational journey of learning, teaching and assessment. The policy clarifies the requirements, roles and procedure needed to create well-planned, appropriate and individualized learning arrangements. It also provides a list of access arrangements available at the school that can be applied as required for an individual student during learning and teaching and assessment.

Inclusion and the IB Learner Profile

Principled: Being inclusive and embracing learning differences fosters a stronger sense of identity and builds self-esteem, which leads to more integrity, honesty and a sense of fairness in the educational environment.

Caring: Responding positively to each individual's unique needs and being aware of challenges and barriers that stand in the way of an optimal education and including everyone in the learning process reflects a deep sense of empathy, compassion and respect for those facing difficulties.

Open-minded: Accepting others who are different and learn differently translates into a greater appreciation of others and what makes them unique.

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Rights and Responsibilities of School Community

CHS aims to provide as much support as possible, within its means, to students facing difficulties due to certain issues and challenges, such as language barriers, emotional and mental wellness and medical issues.

Role of the School

- Appointing capable and qualified staff members able to support students that need access arrangements, including but not limited to, an inclusion department coordinator.
- Clearly communicating the requirements, procedure and needed documents to all members of the school community stated in the school's and IB's inclusion policies.
- Providing professional development and training for teachers to observe and identify their students' challenges and to maintain diligent records of progress, or lack thereof, to better understand their students' needs.
- Providing a safe and healthy environment for students to thrive, despite challenges.
- Communicating effectively with parents about concerns that may arise with regards to their children's learning.
- Ensuring teachers work collaboratively with the inclusion department on an ongoing basis.
- Reporting any concerns to the inclusion department, stage coordinator and principal.
- Providing support to students with language barriers (English and/or Arabic), such as leveled reading, to immerse students as quickly and efficiently as possible at an early stage.
- Making arrangements for assistive technology required for access to learning and teaching and IB examinations.
- Ensuring that all equipment authorized for a student functions correctly and that there is a member of staff who is familiar with its use.
- Ensuring that the student is familiar with any assistive equipment; such as, a word processor that is requested as an inclusive arrangement.
- Practicing with any human support system, such as a reader prior to examinations.
- Treating all information about a student as confidential and sharing only with appropriate personnel, who are instructed to treat such information as confidential.

Role of Parents and Students

- Prior to admission, parents must inform the school of any challenges or hindrances their child may have to ensure that the school is a good fit for the child's needs.
- Providing the school with current official medical reports detailing any long-term medical condition(s) that the student may be afflicted with.
- Providing the school with current official psychological reports detailing any long-term mental and/or emotional condition(s) that the student may be afflicted with.

- Obtaining written consent from the student and parents to proceed with the inclusion arrangement requests.
- Ensuring that all submitted documents are truthful and accurate.

Inclusion and Access Arrangement Procedure

Observation and Referral

To reduce or remove barriers to learning, the first step is to identify the barriers. This is done through classroom observation, samples of the student's work, and/or anecdotal reports from previous teachers or parents. The initial teacher observational period lasts 3-6 weeks in collaboration with the inclusion department once a referral form is completed by the teacher and sent to the inclusion coordinator. Once exceptional circumstances have been ruled out, an action plan is designed by the inclusion coordinator and discussed with the relevant teachers. The student's progress is monitored and recorded.

Feedback

Once the initial observational period ends, a meeting is set between the teachers, inclusion department and parents to share feedback regarding the implementation of the action plan. If the student shows progress, then the accommodations continue to be applied in class by the teachers and are reviewed throughout the year. If the learner doesn't show progress, then the student will be referred to a more specialized assessment professional.

Referral for External Assessment

If the accommodations provided by the school are not successful, a meeting is set between the inclusion department, stage coordinator, principal and parents to refer the student to a specialized assessment professional (educational or behavioral psychologist and/or medical doctor) for an in-depth assessment. A copy of the report(s) is submitted to the inclusion team to be shared with relevant teachers.

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Inclusive Access Arrangements

Once a need for additional support is established, inclusive access arrangements are put in place immediately, throughout the course of learning and teaching, including formative and summative assessments as recommended by the inclusion department and professional report(s).

Inclusive access arrangements are monitored, evaluated and reviewed periodically for the school to continue to provide the optimal level of support, as circumstances or conditions may change over time for the better or the worse, which would alter access requirements. Ultimately, they address fairness and equal access to learning and teaching, while ensuring validity and meaningfulness of assessment.

Application for IB Assessments

Access arrangements may be applied in certain circumstances if it is observed that they could remove and reduce barriers for the student and not to give a student an unfair advantage. Some arrangements require authorization from the IB and should align with acceptable arrangements in the assessment context and submitted before the deadline for submitting requests for access arrangements stated in the assessment procedures for the relevant programme(s).

All access arrangements for IB assessments must be consistent with the IB access and inclusion policy and comply with the IB eligibility criteria. Under unforeseen and exceptional cases, the IB may authorize inclusive access arrangements not in the usual way to support students in the last six months of study prior to official IB examinations.

Application for inclusive access arrangements are submitted by the coordinator on behalf of the student.

Supporting Documentation
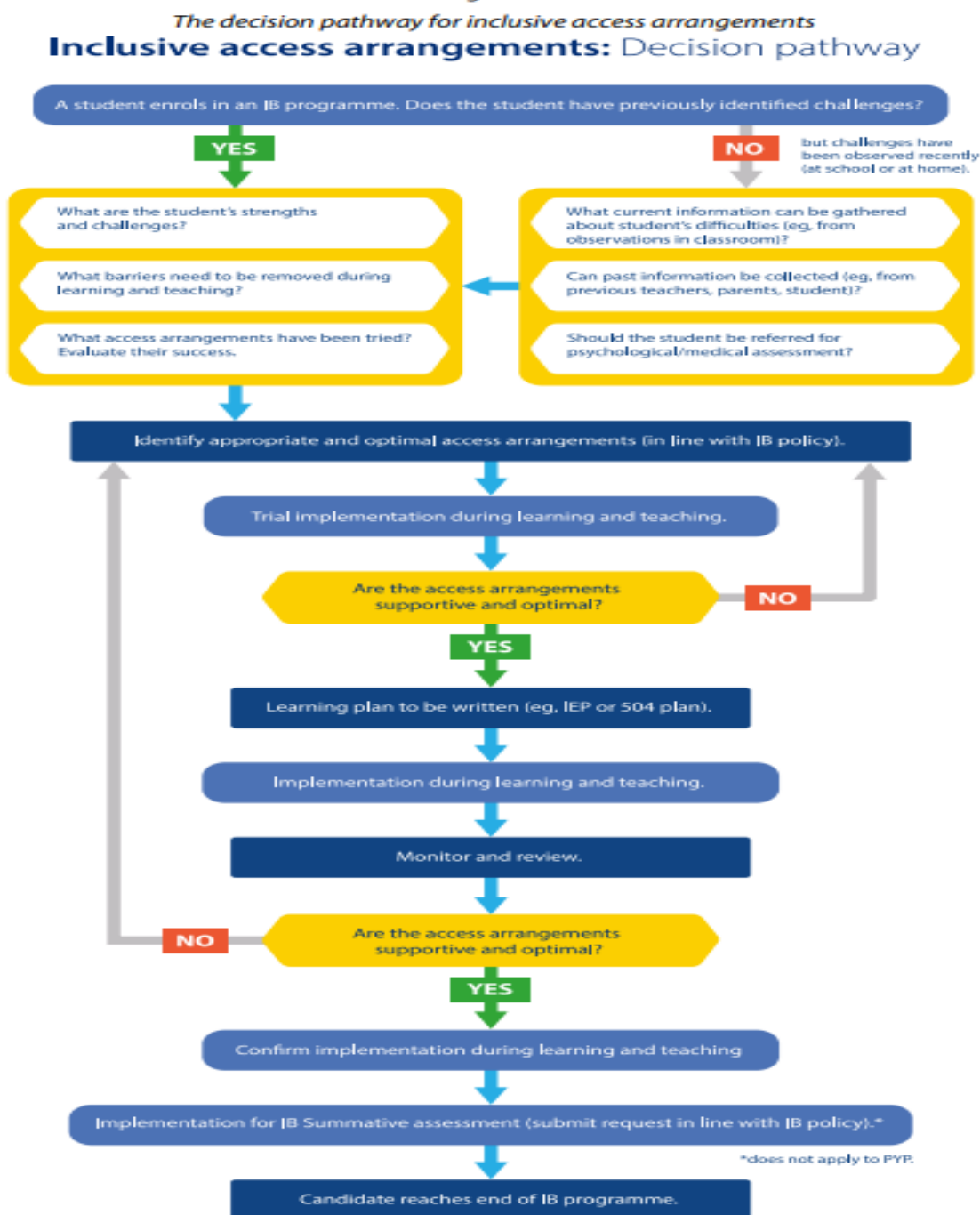
The request application must include two forms of supporting documentation: an official psychological/medical report (written by qualified licensed professionals) and educational evidence (written by the coordinator or subject teacher(s)) that justify the necessity for inclusive access arrangements. Reports must be issued within the three years of the intended examination in English.

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Inclusive Access Arrangements Decision Pathway

The decision pathway for inclusive access arrangements
Inclusive access arrangements: Decision pathway

A student enrols in an IB programme. Does the student have previously identified challenges?

YES

NO but challenges have been observed recently (at school or at home).

What are the student's strengths and challenges?

What barriers need to be removed during learning and teaching?

What access arrangements have been tried? Evaluate their success.

What current information can be gathered about student's difficulties (eg. from observations in classroom)?

Can past information be collected (eg. from previous teachers, parents, student)?

Should the student be referred for psychological/medical assessment?

Identify appropriate and optimal access arrangements (in line with IB policy).

Trial implementation during learning and teaching.

Are the access arrangements supportive and optimal? **NO**

YES

Learning plan to be written (eg, IEP or 504 plan).

Implementation during learning and teaching.

Monitor and review.

NO Are the access arrangements supportive and optimal?

YES

Confirm implementation during learning and teaching

Implementation for IB Summative assessment (submit request in line with IB policy).*

*does not apply to PYP.

Candidate reaches end of IB programme.

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Referral Forms

IBDP Referral Form for Inclusion Arrangements

This form is for students that you think will benefit from receiving inclusion arrangements from the IBDP for their summative and external examinations.

Your observations and responses to these questions will be very helpful for their evaluation and are greatly appreciated to further support our IBDP students.

Student's Name: **Teacher's name:**

Subject and Level: **Date:**

1. What strengths does your student exhibit in your class? **Give details and examples.**

2. What challenges does your student face in your class? **Give details and examples.**

3. Does the student's skill/behaviour fall within the range considered typical of his/her age? **Explain your observations.**

4. What (if any) accommodations are currently being provided to your student?

5. How do you assist the student in the classroom to perform at their fullest potential? (Setting achievable tasks; giving clear and concise instructions; using a wide range of teaching tools; using a variety of ATLs and ATTs; seating, etc.)

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6. Describe your student's interaction with his/her peers. Do they work better in groups or individually? **Provide details and examples of your observations.**

7. How is your student's overall approach to your subject's requirements? (Submitting homework, abiding by deadlines, absence, lateness, participation, ability to focus; etc).

8. What observations have you made with regard to their assessments? (Handwriting, organization, neatness, ability to follow direction, time management, etc.). **Provide details and examples.**

9. Grade your student's performance in the 1st semester assessments thus far (15-20; 10-14; below 10). **Provide all grades of exams and quizzes**.

10. Other observations that you think may be helpful and important about your student. (Hearing, vision, motor skills, medical needs, concentration; etc.). **Provide details and**

examples

11. Based on what you have written, provide a detailed account of why you think the student will benefit from inclusion arrangements and that they will use it effectively.

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Primary/MYP Referral Form for Inclusion Arrangements

Student:	Grade and Section:
Teacher/s:	Date:

Please check/tick the boxes and provide typed/written responses where applicable to show areas of weakness. The information provided will be used in assisting with the evaluation process. Please return the completed form to the Learning Support Department.

1. Instructional	2. Social Behavior
☐ Arabic	☐ Class/playground
☐ English	☐ Group skills
☐ Following and recalling instructions ___Verbal instructions ___Written instructions	☐ Maturity
☐ Attention span/concentration	☐ Peer relationships
☐ Completing work on time	☐ Communication
☐ Task refusal	☐ Punctuality/absences
☐ School routines	☐ Respecting school rules
☐ Homework tasks completed	☐ Aggression/Defiance/Anxiety
Does the student receive home tutoring for any subject? ☐Yes ☐No If yes, which subject/s?	

Any known exceptional circumstances that may be affecting the student's academic performance?

_____

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3. Reading

☐ Arabic   ☐ Reading level

☐ English   *Record ORT reading level if applicable* _____

☐ Comprehension   ☐ Fluency

       ☐ Visual   ☐ Decoding words

       ☐ Listening   ☐ Reading speed

       ☐ Oral expression   ☐ Intonation

☐
Other_____

Reading Strengths: _____

Comments:_____

4. Writing

☐ Arabic   **☐ Language Conventions**

☐ English   ☐ Spelling

                                            ☐ Handwriting

                                            ☐ Punctuation

                                            ☐ Grammar

Writing Development   ☐ Vocabulary

☐ Beginning writing tasks and generating ideas   ☐ Language barrier

☐ Organizing ideas

☐ Elaborating on ideas

☐ Forming paragraphs

☐ Monitoring and editing writing tasks

☐

Other_____

Writing Strengths: _____

Comments: _____

5. Math
☐ Counting and memorizing facts

☐ Word Problems

☐ Numbers and algebra

☐ Measurement and geometry

☐ Statistics and probability

* It is acknowledged that some math concepts.

may not have been given.

☐
Other_____

Math Strengths: _____

Comments: _____

PLEASE NOTE:

Please provide details/work samples for review.

Please provide details of strategies you have already used in the classroom.

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Standard Access Arrangements that can be Provided in IB Assessments at CHS

Access Arrangement	Applicable programmes in IB assessments	Is authorization required for IB assessments?	Criteria for eligibility
Additional time (10%)	MYP DP	Yes	• 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 written expression) • A physical, sensory, psychological/medical challenge due to which additional time is required
Additional time (25%)	MYP DP	Yes	• 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 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 (50%)	MYP DP	Yes	• 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-term retrieval, visual–motor coordination, etc.) • 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
Additional time for oral examinations (25%)	MYP DP	Yes	• 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 communication challenges (e.g., stuttering) or psychological challenges (e.g., social phobia, anxiety, etc.)
Rest breaks	MYP DP	No	• A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required
Deferral	MYP DP	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
Modified paper	DP	Yes	• 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
Adaptation to questions due to colour blindness	MYP DP	Yes	• 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
Reader	MYP DP	Yes	• A standard score on 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 a student either cannot read/has difficulty in reading
Word processor	DP	Yes	• A physical, psychological/medical or sensory condition due to which a student requires this access arrangement • A standard score in a language test in writing that is below competency level
Scribe	MYP DP	Yes	• 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
Prompter	MYP DP	No	• A physical, sensory, psychological/medical challenge or any other difficulty that requires a prompter
Separate room	MYP DP	No	A physical, sensory, psychological/medical challenge or any difficulty due to which this arrangement is required
Specific seating location	MYP DP	No	A physical, sensory, psychological/medical challenge or any difficulty due to which this arrangement is required

IB Standards and Practices for Inclusion

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 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. (0301-02-0300)

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Cycle of Review

The review of the policy takes place regularly and periodically (every 2-3 years) to keep the school in line with the IB policies and regulations. Revisions of the policy took place in April 2008, April 2011, April 2015, June 2017, October 2017, February 2018, March 2022 and June 2023.

Inclusion Policy Steering Committee
Principal: Raghda Al Sawalqa
IBDP Coordinator: Nancy Khair
IBMYP Coordinator: Shireen Bakri
Primary CP Coordinator: Niveen Salah
School Counselor: Farah Rihawi
School Counselor: Jeeda Abu Zaid
School Nurse: Mariam Dagheidi

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