

# Access and inclusion policy



Engage – Explore - Enrich

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Contents based on:  
*Access and inclusion policy* (2022), IBO, Geneva, Switzerland

## Vision statement

*We want to see our students leave our school as critical thinkers who have a sustained interest in learning and inquiry. They will be responsible and morally ambitious young adults.*

*We will help our students to listen and acknowledge the views of others, especially when they oppose their own, and to communicate respectfully. We want our students to embrace each other's differences, recognise that there is a wider world outside of their familiar context and to live peacefully with their fellow human beings.*

*To achieve our vision, our school will align the best traditions of an Austrian Gymnasium with the global perspectives of an International Baccalaureate education.*

## Philosophy

Gymnasium Klosterneuburg IB World School is committed to an inclusive educational environment where all students can access and fully participate in school life. Following the IB guidelines, Gymnasium Klosterneuburg aims to remove barriers so no student is unfairly disadvantaged in accessing teaching, learning and assessments and can still achieve their potential.

Difficulties in fully accessing teaching and learning may be due to barriers of language, ability, emotional and mental wellness, economic deprivation, gender and sexual identity, ethnicity, medical issues, impairments and/or other long-term challenges.

All student personal information and access arrangements will be kept strictly confidential on a need-to-know basis both at our school and with the IB.

The aim of this policy is to:

- Define what barriers to education are
- Provide guidelines on supporting documentation when applying for access arrangements
- Set out possible access arrangements for teaching and learning and for school life
- Set out possible access arrangements for formal IB assessments

## What are barriers to education?

The IB considers that a student faces barriers to their education when they are facing long-term challenges, for example a chronic medical condition or illness that lasts more than 12 weeks. In these circumstances, the student should be supported with access arrangements to remove or reduce the obstacles in their educational journey.

The IB defines barriers as follows:

- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical
- Mental health
- Numeracy
- Processing
- Reading
- Seeing

- Social–emotional
- Speech and language
- Writing

## Access arrangements for teaching and learning and for school life

The Austrian requirements are that students must present an official diagnosis in order to access extra support in school, such as dyslexia counselling (*Legasthenie-Beratung*) or individual learning assistance (*Individuelle Lernbegleitung*).

### Teaching and learning arrangements

The school has designated staff members to support students with additional needs and we can counsel students in the following areas:

- Educational counseling (*Bildungsberatung*)
- Gifted and talented support (*Begabtenförderung*)

With an official diagnosis, students can also access:

- Dyslexia counselling (*Legasthenie-Beratung*)
- Individual learning assistance (*Individuelle Lernbegleitung*)

### Physical arrangements

Our school building is fully accessible to all persons with:

- Braille orientation system
- An elevator accessible to all floors
- Disabled bathrooms on all floors
- Classroom changes if necessary

### Psychological support

- A dedicated counsellor (X-Point) for social, emotional, psychological welfare
- School doctor
- Trained mediation staff
- Peer-to-peer mediation

## Access arrangements for formal IB assessments

If a student faces barriers that would disadvantage them in standard assessment conditions, access arrangements can be put in place to reduce or remove said barriers. These access arrangements should be consistent with the student's usual way of working in the classroom and submitted with supporting documents as outlined below. The authorization of access arrangements for IB formal assessments lies with the IB, not the school.

Psychological/medical reports that support an application of access arrangements for formal assessments must have been issued within three years of said assessment.

Depending on their needs and supporting documentation, students may be eligible for access arrangements such as additional time, rest breaks or enlarged examination papers.

### Supporting documentation for access arrangement applications

Access arrangement applications to the IB are submitted by the IB coordinator on behalf of the student with the support of the Head of School. The application must be an official report that include a psychological/medical report and educational evidence from the school.

The psychological/medical report must be from a professional in their field with qualifications recognised in their country of residence. If it is not written in English, French or Spanish (the IB working languages), it must be accompanied by a translation. Results must be reported as standard scores with a mean of 100 and a standard deviation of 15.

Educational evidence from the school is drawn from teachers' observations in the classroom that summarise the barriers that they feel the student faces, and what measures have been put in place to allow the student to access teaching and learning more fully. The evidence may include an example of work done under timed conditions with the access arrangements.

Examples of the type of access arrangements that can be applied and what can be granted at the discretion of the IB coordinator (with supporting evidence) can be seen below in Appendix A.

## Appendix A

IBO authorization required:

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 <ul style="list-style-type: none"> <li>• Not available for listening comprehension examinations</li> </ul>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• A standard score of 90–100 on an assessment of reading (reading fluency and/or reading comprehension)</li> <li>• A standard score of 90–100 on an assessment of writing (writing fluency and/or written expression)</li> <li>• A physical, sensory, psychological/medical challenge due to which additional time is required</li> </ul>

At the discretion of the IB coordinator with supporting evidence:

Rest breaks	Learning and teaching  IB assessments	MYP  DP  CP	No	<ul style="list-style-type: none"> <li>• A physical, sensory, psychological/medical challenge or any other difficulty due to which rest breaks are required</li> </ul>
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