

Candidates with assessment access requirements at the Nazareth High School in Warsaw

I. Rationale

Teachers of the Nazareth High School in Warsaw work individually with every candidate, according to their educational and developmental needs as well as their psychophysical abilities. Psychological and pedagogical help available to the candidates consists in acknowledging and meeting their individual developmental and educational needs. The basis of these actions is the School Mission, as well as the Directive of the Ministry of Education, dated July 22nd, 2022 and the IB philosophy: “The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate” (*Access and Inclusion Policy*, 2022: 1).

II. Guidelines

1. Candidates may require access arrangements due to one or more of the following barriers:
 - 1.1. additional language (first or best language is not the language of instruction)
 - 1.2. cultural variations
 - 1.3. hearing
 - 1.4. intellectual exceptionalities including gifted and talented
 - 1.5. movement and coordination
 - 1.6. medical
 - 1.7. mental health
 - 1.8. numeracy
 - 1.9. processing
 - 1.10. reading
 - 1.11. seeing
 - 1.12. social–emotional
 - 1.13. writing
2. Formal requirements concerning the certification of the existence of needs for access arrangements:
 - 2.1. An opinion issued by a guidance and counselling centre
 - 2.2. A doctor’s opinion
 - 2.3. Positive opinion of the Teachers Council:
 - a) Issued upon the request of the candidate’s teacher or a specialist responsible for the psychological and pedagogical help at school;
 - b) Issued upon the request of a teacher of a candidate who is using psychological and pedagogical help because of conditions as in point 1., after consultation and consent of parents (legal guardians) or the candidate herself, if she is of age;

c) Issued upon the request of the candidate's parents (legal guardians) or the candidate herself, if she is of age, who was using psychological and pedagogical help at school because of conditions as in point 1.

3. Identification of exceptionally talented candidates:

3.1. A teacher noticing a candidate with exceptional talents in their subject field should submit a request for a detailed diagnosis to the school psychologist;

3.2. The candidate's teachers receive a Talented Candidate Identification Paper from the psychologist, who also interviews the candidate and her parents (legal guardians), and, if need be, cooperates with a guidance and counselling centre;

3.3. The psychologist analyses the results and specifies the areas of the candidate's exceptional talents as well as her diagnosed difficulties and presents them to the Teachers Council;

3.4. Teachers, in cooperation with the psychologist and the candidate's form teacher, work out special educational requirements for the exceptionally talented candidate;

3.5. The psychologist discusses the new work plan with the candidate and her parents (legal guardians).

III. Final examination in the International Baccalaureate Diploma Programme (IB DP)

1. Arrangements that do not require IB authorization:

1.1. assigning a separate examination room,

1.2. arrangement for appropriate seating in the examination room,

1.3. creating a possibility of taking medicines or eating if the candidate's state of health requires it,

1.4. presence of a nurse or a psychologist,

1.5. using devices that the candidate uses every day,

1.6. rest breaks if required due to the candidate's medical, physical, psychological or other conditions,

1.7 giving additional time to the candidate to complete the extended essay, the TOK essay and school Internal Assessment with respect to the school deadline calendar.

2. Arrangements that require IB authorization (Specified in the *Access and inclusion policy*):

2.1. Additional time for oral and written examination.

2.2. Additional time for listening.

2.3. Defferal.

2.4. Giving additional time to the candidate to complete the extended essay, the TOK essay and school Internal Assignments.

2.5. Additional retakes.

2.6. Modified paper-based examinations.

2.7. Modified on-screen examinations

2.8. Text of audio content

2.9. Image descriptions

2.10. Adaptation to questions due to colour blindness

- 2.11. Designated person for colour naming for the colour blind candidates
- 2.12. Reader
- 2.13. Reading software
- 2.14. Reading pen
- 2.15. Scrip reader for lip Reading
- 2.16. Word processor
- 2.17. Scribe
- 2.18. Speech recognition software
- 2.19. Graphic organiser
- 2.20. Four-function calculator
- 2.21. Text to speech
- 2.22. Transcriptions
- 2.23. Talking calculator
- 2.24. Spelling assistant

3. Should any adverse circumstances arise within the two weeks before the examination or during the examination that could unfavourably influence candidate's performance in assessment, the IB coordinator, on candidate's behalf, submits a request for inclusive assessment arrangements.
4. The request must be submitted no later than 10 days after the last component has been written. Proper documentation and a statement from the IB coordinator must be attached.
5. If the case described in the request is found valid, the IB may permit one or more of the following:
 - 5.1. Extensions to deadlines – concerning IB examination components (e.g. the extended essay, or the TOK essay) and the Internal Assessment components as well.
 - 5.2. Deferral of external assessment.
 - 5.3. Incomplete assessment procedure - If a candidate has not completed a written examination owing to adverse circumstances (that took place during the 24-hour period prior to start of the written examination) the IB may derive an estimate for the missing mark based on available information. If more than one examination is missed, it will be at the discretion of the final award IB committee whether a grade is issued to the candidate in the subject(s) concerned.
 - 5.4. Rescheduling.
 - 5.5. Alternative venue.
6. Before starting the programme, the IB coordinator informs the candidates and their parents (legal guardians) about the possible inclusive assessment arrangements that are possible and in line with the IB requirements.

7. Candidate who is requesting special, inclusive assessment arrangements is required to:
 - 7.1. Present an opinion from a guidance and counselling specialist centre (issued not earlier than a year before the candidate starts the programme) to the IB coordinator before starting the programme. It should contain:
 - a) date and signature of the person who conducted the test,
 - b) name of the center in which the test was being conducted,
 - c) name, surname and function of the person conducting the test,
 - d) description of the diagnosed problem,
 - e) recommendations for the methods of special examination arrangements and adaptations.
 - 7.2. By the end of September of IB 2 present to the IB coordinator the following:
 - a) a sworn translation of the abovementioned document into English,
 - b) a written opinion of a teacher/teachers, issued in English, or any other chosen documentation (e.g. tests, classroom work) that confirms the effectiveness and validity of the established arrangements and adaptations,
 - c) written consent from the candidate and the candidate's parents or legal guardian (as long as the candidate for whom the request is submitted is under the age of majority in the candidate's home jurisdiction) to submit this request with the supporting documents to the IB solely for the purpose of evaluation of the access arrangements request.
8. The coordinator uploads the required documentation and provides their own justification on IBIS by the deadline determined by the IB, though not later than six months before the start of the examination session.
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10. The final decision concerning the available special examination arrangements and adaptations is at the discretion of the IB only and is based on the provided documentation.

IV. Division of responsibility

1. Responsibility of a candidate and her parents (legal guardians):
 - 1.1. To report to the school psychologist any learning difficulties
 - 1.2. To get to know any formal requirements of certifying the reported difficulties;
 - 1.3. To provide the required documentation by the deadlines set by the school;
2. Responsibility of the teachers:
 - 2.1. Adapting the educational requirements
 - 2.2. Monitoring and evaluating any employed adaptations
 - 2.3. Identifying any difficulties that might appear and reporting them to the form teacher and school psychologist
 - 2.4. Cooperation with the school psychologist concerning all problematic areas and necessary forms of supporting a candidate
 - 2.5. Helping a candidate with assessment access requirements with proper choice of subjects in IB DP

- 2.6. Ensuring that a candidate has been using all the arrangements and adaptations that she is requesting for the time of the examination session daily
 - 2.7. Issuing at a candidate's request a written opinion in English confirming the effectiveness and validity of the established arrangements and adaptations.
3. Responsibility of the school psychologist:
 - 3.1. Cooperation with teachers and form teachers in the area of supporting a candidate with assessment access requirements
 - 3.2. Supervising the process of actualisation of an opinion from the guidance and counselling centre for the IB candidates
 - 3.3. Cooperation with a guidance and counselling centre in the area of diagnosing candidates
 4. Responsibility of the DP Coordinator:
 - 4.1. Informing the candidates and their parents (legal guardians) about possible special examination arrangements in the IB DP
 - 4.2. Acquiring a written consent of a candidate and her parents (legal guardians) to start a procedure for granting special examination arrangements
 - 4.3. Acquiring the school Director's attestation on a request for special examination arrangements
 - 4.4. Collecting the documentation and submitting a request to the IB.
 5. Responsibility of the Head of School:
 - 5.1. Providing necessary substantive support and teacher training courses in the area of working with a candidate with assessment access requirements
 - 5.2. Providing candidates and teachers with a constant support of a school psychologist and tutor
 - 5.3. Controlling if the tasks that teachers undertake are consistent with the MEiN and IB requirements
 - 5.4. Ensuring realisation of all the arrangements granted during examinations

V. Other documents regarding specific issues of working with candidates:

1. Specific guidelines regarding conditions and methods of adapting the IB diploma examination are to be found in the "Diploma Programme Assessment Procedures" for the current school year.
2. International Baccalaureate . (2022) *Access and inclusion policy*. Cardiff: Peterson House.
3. International Baccalaureate. (2022) *Adverse circumstances policy*. Cardiff: Peterson House.
4. International Baccalaureate . (2019) *Meeting student learning diversity in the classroom*. Cardiff: Peterson House.
5. "School system of providing psychological and pedagogical assistance" - a school's policy (updated 2022).