



Digital Private School

Inclusion Policy

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IBO 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 organisation works with schools, governments and international organisations 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.

Digital Private School Mission Statement

Vision

To be a prominent school that develops a global critical thinker, a lifelong learner.

Mission

To facilitate learning, innovation and technical know-how that will inspire students to be caring, curious, adaptable to change and appreciate global citizenship.

Aims

We offer a bilingual education through international programmes whilst protecting the Omani culture and values.

Core Values

Digital Private School is a bilingual school (English and Arabic) that offers an international education. The language of instruction is English. However, the school encourages the students to respect their national identity, cultural and religious beliefs.

At Digital Private School, although the majority of the students are Omani, we welcome students of all nationalities to join our school. Our students will develop into being caring, creative, responsible lifelong learners who make significant contributions to their community, both internationally and locally.

The school admits students who meet the admissions criteria and where personal, emotional and academic needs of the student can be met by the programmes offered.

Inclusion Policy

Rationale

We advocate for equal educational access for all students, regardless of age, gender, ethnicity, or ability. In our diverse learning community, we strive to offer tailored learning experiences that address the unique needs of each student. Our goal is to create a safe, inclusive environment that promotes the physical, emotional, and social well-being of every learner. Our educational approach accommodates various learning styles, strengths, and individual needs.

Purpose

The purpose of this policy is to support the practice of access and inclusion at DPS to enable all students to participate fully in learning, teaching and assessment (formative and summative) by reducing and removing barriers using appropriate and well-planned access arrangements. This policy follows the whole-school approach to inclusion, where all educators are involved in access and inclusion.

What is inclusion?

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”

(Learning diversity and inclusion in IB programmes, 2016)

At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

(IBO 2013: 3)

What is access?

Access refers to providing equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings.

What are access arrangements?

Access arrangements are changes or alterations introduced to learning, teaching and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the student to work around them.

At a fundamental level, they address fairness and equal access to learning and teaching, and in addition, ensure validity and meaningfulness of assessment.

Standard and Practices (2014)

B2.8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

C3.10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Inclusion at DPS

2.1 Primary and secondary barriers and their associated sub-areas are as follows. This is not an exhaustive list and there may be barriers not included that IB World Schools will be able to communicate to the IB for requests for access arrangements.

Primary or secondary barrier	Sub-area
Additional language (first or best language is not the language of instruction)	English/French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)
Cultural variations	New or unfamiliar environmental contexts
	Socio-communication
Hearing	Mild or moderate hearing loss
	Severe or profound hearing loss
Intellectual exceptionalities	Cognitive delays
	Gifted and talented
Movement and coordination	Fine motor
	Neurological (cerebral palsy)
	Oral/verbal
	Physical/spatial
Medical	Asthma
	Crohn's disease/irritable bowel syndrome (IBS)

	Diabetes
	Epilepsy
	Muscular dystrophy
	Rheumatism
Mental health	Anxiety
	Depression
	Eating disorder
	Obsessive compulsive disorder
	Post-traumatic stress
Numeracy	Mathematical anxiety
	Numerical operations/Mathematical fluency
Processing	Attention and executive processing
	Auditory processing
	Information processing

Primary or secondary barrier	Sub-area
	Language processing
	Long-term retrieval
	Scotopic sensitivity (Irlen syndrome)
	Short-term memory
	Visual–motor
	Visual–spatial

	Working memory
Reading	Reading comprehension
	Reading fluency
Seeing	Blindness (total)
	Colour blindness
	Low or partial vision
	Nystagmus
Social–emotional	Emotional disturbances (depressive, stress, etc.)
	Gender identity related
	Neurodevelopmental (autism, Asperger’s, etc.)
	Sexuality related
	Withdrawal/isolation
Speech and language	Expressive language
	Receptive language
	Stammer/stutter
Writing	Handwriting/typing speed
	Spelling
	Written expression/fluency

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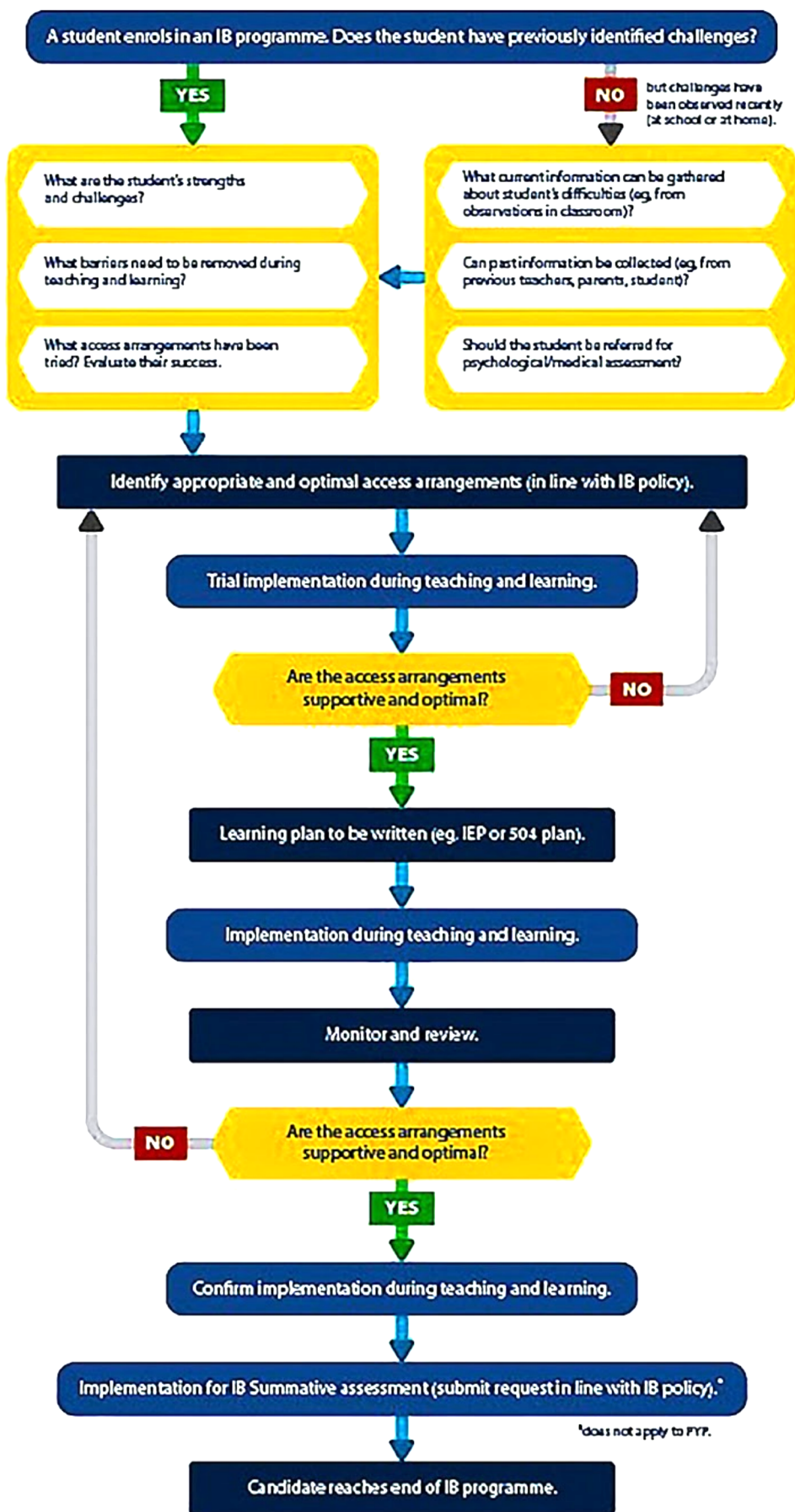
The following table lists some examples of some primary barriers, their sub-areas and the associated secondary barriers.

	Primary barrier	Sub-area of primary barrier	Secondary barrier	Sub-area of secondary barrier
Student 1	Processing	Language processing	Social–emotional	Withdrawal/isolation
Student 2	Reading	Reading comprehension	Processing	Working memory
Student 3	Reading	Reading fluency	Reading	Reading comprehension
Student 4	Social–emotional	Gender identity related	Mental health	Anxiety
Student 5	Cultural variations	Socio-communication	Social-emotional	Emotional disturbances
Student 6	Speech and language	Expressive language	Writing	Writing fluency

Inclusive Access Arrangements: Decision Pathway

Figure 1 provides a decision-making framework for educators to plan access arrangements for their students. The framework starts with provision of arrangements during learning and teaching and continues to requests for arrangements for IB summative assessments.

Discuss with parents and refer to a Psychologist externally to assess the condition and give an official report.



DPS (Digital Private School) Comprehensive Barrier Identification

Objective

To accurately identify barriers that prevent students from accessing education at DPS, ensuring every student can participate fully and effectively in the digital learning environment. This aligns with the IB's mission to create inclusive educational environments that respect and accommodate the diverse needs of students.

Process

- **Assessment:** DPS conducts comprehensive assessments, including psychological, and educational, to identify individual barriers. These assessments are crucial for understanding the unique needs of each student, reflecting the IB's focus on personalised and student-centred learning. DPS employs tools and methods that are in line with IB's inclusive education principles, ensuring that assessments are culturally sensitive, equitable, and accessible to all students, regardless of their backgrounds or abilities.
- **Regular Review:** DPS continually updates the barrier identification process to incorporate the latest research and best practices, ensuring it remains relevant and effective. This commitment to ongoing improvement and adaptation is a core aspect of the IB philosophy, which emphasises the importance of being reflective and open to change. DPS engages with the wider IB community to stay informed about new insights and strategies in barrier identification and inclusive education, collaborating with IB educators, researchers, and practitioners to enhance the school's approach to identifying and addressing barriers to education.

2. Specific Access Arrangements at DPS

Objective

To provide tailored access arrangements for DPS students, ensuring that each individual has the necessary resources and support to fully engage with the curriculum and assessments. This objective emphasises the commitment to adapt the learning environment to meet the diverse needs of students, enabling them to perform to the best of their abilities.

Details

- **Develop a Catalogue of Arrangements:** DPS develops a catalogue of arrangements, including:
 - **Exam Modifications:** Adjustments made to the way exams are administered at DPS to accommodate the needs of students with disabilities or learning differences, such as providing extra time, altering the format of exam papers (e.g. larger print, Braille), or allowing breaks during testing.
 - **Classroom Accommodations:** Changes in the physical or instructional environment at DPS that help students access the curriculum more effectively. This includes preferred seating

arrangements, modified teaching materials, or the use of visual aids and interactive technologies.

- **Assistive Equipment:** Tools and devices at DPS that assist students in performing functions that might be challenging due to their disabilities, ranging from simple devices like pencil grips.

Eligibility Criteria

To qualify for specific access arrangements at DPS, students must meet the following criteria:

1. **Documented Needs:** Provide documented evidence from qualified professionals (e.g. educational psychologists, medical doctors) indicating the nature and extent of their needs, including a clear diagnosis and detailed recommendations for specific accommodations or modifications.
2. **Impact on Learning:** Documented needs should demonstrate a significant impact on the student's ability to access the curriculum or participate in assessments under standard conditions.
3. **Consistency with Educational History:** The need for access arrangements at DPS should be consistent with the student's educational history, indicating a longstanding and ongoing need for such accommodations.
4. **Compliance with Regulatory Standards:** The requested arrangements must comply with the standards and regulations of the educational authority or examination board (e.g. IB, JCQ) to ensure that accommodations are legitimate and standardised.

Application Process

The process for requesting access arrangements at DPS is as follows:

1. **Application Submission:** Students or their guardians must submit an application for access arrangements at DPS, including the necessary documentation, through the school's designated administrative office.
2. **Deadline:** Applications for access arrangements at DPS, especially for exams, must be submitted by a specified deadline, typically several months before the start of the assessment period, to allow sufficient time for review and implementation.
3. **Required Documentation:** Submit comprehensive documentation, including assessments and reports from qualified professionals that clearly outline the need for specific accommodations.

Review and Approval

The process for reviewing and approving access arrangement requests at DPS involves several key steps:

1. **Initial Review:** The SENCO (Special Educational Needs Coordinator) and relevant educational team at DPS review the submitted documentation to assess the validity and necessity of the requested arrangements.

2. **Consultation:** As needed, DPS consults with external specialists (e.g. psychologists, therapists) to gain additional insights or clarification regarding the student's needs.
3. **Decision Making:** Based on the review and consultations, DPS decides on the appropriateness of the requested arrangements, ensuring they are necessary to facilitate the student's access to learning and assessment.
4. **Review and Approval:** The proposed accommodations undergo a final review and approval process by a designated committee or authority within DPS. This step includes verifying the adherence to regulatory standards and educational best practices.
5. **MOE Submission and Evaluation:**
 - a. **Submission:** Upon collating all pertinent documentation, we proceed to forward an application to the Ministry of Education (MOE).
 - b. **Supervisor Evaluation:** The MOE assigns a supervisor to evaluate the student's needs and compile a detailed report.
 - c. **MOE Decision:** The MOE reviews this assessment and determines the necessary accommodations to support the student's learning environment, such as additional time, the provision of a reader or scribe, or the allocation of a separate examination room.
6. **Communication:** DPS notifies the student and their guardians of the decision, providing a clear explanation of the rationale behind the approval or denial of the request, and includes information on how to appeal the decision if the request is denied.
7. **Implementation:** For approved arrangements, DPS coordinates with teaching and administrative staff to ensure that the accommodations are implemented effectively and promptly, facilitating optimal learning conditions for the student.

3. Documentation and Evidence at DPS

Objective

To establish standardised processes for collecting and managing documentation and evidence related to students' needs for access arrangements at DPS, ensuring a systematic and transparent approach that aligns with IB's principles of equity and inclusiveness.

Criteria

- Documentation at DPS should be comprehensive, providing a clear picture of the student's needs and the basis for requested accommodations.
- Evidence must be current (within the last 2-3 years), provided by qualified professionals at DPS, and include a clear diagnosis and specific recommendations.

Process

- **Collection of Evidence:** DPS implements a standardised system for collecting relevant documentation, ensuring it is complete and up-to-date.

- **Assessment of Documentation:** DPS evaluates the documentation to ensure it meets the required standards and provides a clear basis for the requested access arrangements.
- **Storage and Confidentiality:** DPS securely stores documentation, maintaining confidentiality and ensuring that access is restricted to authorised personnel only.
- **Ongoing Update:** DPS requires periodic updates to the documentation to reflect any changes in the student's condition or needs, ensuring that accommodations remain relevant and effective.

4. Authorisation Process at DPS

Objective

To create an efficient and transparent process for authorising access arrangements at DPS, ensuring that decisions are made based on comprehensive evidence and in line with best educational practices.

Criteria

- Requests for accommodations at DPS must be supported by documented evidence that justifies the need for specific arrangements.
- Decisions on access arrangements at DPS should consider the student's overall educational context and long-term needs.

Process

- **Comprehensive Review:** DPS conducts a thorough assessment of the application and supporting documentation to understand the student's needs.
- **Interdisciplinary Decision-Making:** DPS involves a team of educators, SENCOs, and external experts in the decision-making process to ensure a balanced and informed approach.
- **Timely Communication:** DPS informs students and parents of the decision promptly, providing detailed explanations and information about the right to appeal.
- **Implementation and Monitoring:** DPS ensures that approved access arrangements are implemented effectively and monitored for their impact on the student's learning experience.

5. Inclusive Assessment Practices

Objective

To develop and implement assessment practices that are fair, inclusive, and reflective of each student's abilities, aligning with the IB's commitment to educational excellence and equity.

Criteria

- **Adaptable Assessments:** At DPS, assessments should be designed to be flexible, allowing adjustments that cater to the varied learning needs, preferences, and abilities of students. These

adaptations should enable students to demonstrate their understanding and skills without being hindered by their disabilities or learning differences.

- **Content Integrity:** Any modifications to assessments must preserve the core learning objectives and content validity. Changes should not dilute the academic rigour or learning outcomes but should ensure that assessments fairly evaluate the student's mastery of the subject matter.

Process

1. Assessment Design

- **Diverse Engagement Methods:** DPS should develop a variety of assessment formats (e.g. oral presentations, written essays, practical projects, interactive simulations) to cater to different learning and expression styles.
- **Technology Integration:** Utilise digital tools and platforms to create accessible and engaging assessments. For example, using multimedia elements, interactive content, and adaptive testing technologies that adjust to the student's level of understanding.
- **Universal Design Principles:** Incorporate principles of Universal Design for Learning (UDL) to ensure assessments are inherently accessible and inclusive, providing multiple means of engagement, representation, and action and expression.

2. Staff Training

- **Inclusive Assessment Workshops:** Conduct workshops and professional development sessions focused on the principles of inclusive assessment design and implementation.
- **Collaborative Development:** Facilitate collaborative sessions where faculty can share best practices, develop inclusive assessments together, and learn from each other's experiences.
- **Continual Learning:** Encourage staff to engage in ongoing education and training in emerging assessment technologies and methodologies to stay current with inclusive assessment strategies.

3. Review and Adjustment

- **Regular Assessment Audits:** Implement a schedule for regularly reviewing and evaluating the effectiveness of assessment methods in addressing diverse student needs.
- **Data-Driven Adjustments:** Use performance data, student feedback, and academic research to inform the continuous improvement of assessment strategies, ensuring they accurately measure student learning.
- **Adaptation to Student Needs:** Be prepared to make real-time adjustments to assessments as needed to accommodate unexpected challenges or barriers encountered by students.

4. Feedback Mechanism

- **Feedback Collection System:** Establish robust channels (e.g. digital surveys, focus groups, one-on-one interviews) for gathering detailed feedback from students and educators on the assessment experience and accommodations.
- **Analysis and Reporting:** Analyse feedback systematically to identify trends, issues, and opportunities for enhancing the assessment approach.
- **Actionable Insights:** Use the insights gained from feedback to make informed decisions about changes to assessment practices, ensuring they continually evolve to meet the needs of all students at DPS.

5. Training and Development

Objective

To ensure all educational staff are equipped with the knowledge and skills to support an inclusive learning environment, fostering continuous professional growth and alignment with IB standards.

Criteria

- Training programs should be comprehensive, covering a range of topics related to inclusive education and specific access arrangements.
- Professional development should be ongoing, reflecting the latest research and best practices in inclusive education.

Process

1. **Training Curriculum Development:** Design a curriculum for professional development that addresses both the foundational aspects of inclusive education and specific strategies for implementing access arrangements.
2. **Regular Training Sessions:** Conduct training sessions regularly, utilising a blend of online and in-person formats to maximise accessibility and engagement.
3. **Assessment and Certification:** Evaluate the effectiveness of training through assessments and provide certification to staff upon successful completion of training modules.
4. **Feedback and Improvement:** Gather feedback from staff on training programs to continually refine and improve the professional development offerings.

Language Support at DPS

Objective

To ensure that all DPS students, regardless of their linguistic background, have equitable access to the curriculum and can fully engage in the learning environment, in alignment with the IB's mission of fostering international-mindedness and linguistic diversity.

Criteria

- Students who are non-native speakers of the school's primary language of instruction or who have identified language learning needs are eligible for language support services.
- Assessment of language proficiency to determine the level of support needed.

Process

1. **Language Proficiency Assessment:** Conduct initial and ongoing assessments of students' language skills to identify those requiring additional support.
2. **Tailored Language Programs:** Develop language support programs, such as ESL (English as a Second Language) based on the assessed needs.
3. **Curriculum Integration:** Ensure that language development is integrated across all subjects and that teachers employ strategies to support multilingual learners.
4. **Professional Development:** Provide training for DPS staff in multilingual education strategies and cultural competence to effectively support diverse linguistic needs.

Behavioural and Emotional Support at DPS

Objective

To provide comprehensive support for DPS students with behavioural and emotional needs, facilitating their full participation in the school community and aligning with the IB's holistic approach to student well-being.

Criteria

- Students exhibiting behavioural challenges or emotional distress that impact their learning or well-being are eligible for support.
- Assessment by qualified professionals to determine the nature and extent of support required.

Process

1. **Identification and Assessment:** Use a systematic approach to identify and assess students with behavioural and emotional needs through observations, screenings, and consultations with psychologists or counsellors.

2. **Support and Intervention Plans:** Develop personalised support plans that may include counselling, behaviour intervention strategies, and social-emotional learning programs.
3. **Staff Training and Support:** Train DPS staff in identifying and addressing behavioural and emotional needs, including crisis management and de-escalation techniques.
4. **Family and Community Engagement:** Work closely with families and external mental health resources to provide a network of support for students, ensuring consistency between school and home.

DPS (Digital Private School) Community Roles Defined

Head of School (HOS)

- **Strategic Leadership:** Sets the vision and direction for inclusive education at DPS, ensuring alignment with the school's mission and the IB framework.
- **Policy Advocacy:** Champions the development and implementation of inclusive policies, advocating for necessary changes and resources.
- **Resource Management:** Allocates budgets, personnel, and technology to support inclusive education, ensuring that resources are used effectively to meet student needs.
- **Stakeholder Engagement:** Engages with the wider school community, including parents, board members, and external organisations, to build partnerships that support inclusive education.

Academic and Special Education Coordinators

- **Program Oversight:** Manages the curriculum and special education programs, ensuring they meet the diverse needs of students and comply with IB standards.
- **Professional Support:** Provides ongoing support and guidance to teachers and learning support staff, facilitating the effective delivery of inclusive practices.
- **Data Analysis:** Monitors and analyses educational data to inform program improvements and assess the impact of inclusive practices on student outcomes.

Counsellor/s

- **Emotional and Social Support:** Offers counselling services to students, helping them navigate emotional, social, and behavioural challenges.
- **Preventive Programs:** Designs and implements programs and workshops to promote mental health, resilience, and social skills among students.
- **Crisis Management:** Responds to and manages school-related crises, providing immediate support and coordinating with external mental health services when necessary.

SENCO/Learning Support Teacher

- **Needs Assessment:** Conducts comprehensive evaluations to identify students' special educational needs and learning differences.

- **IEP Development:** Develops, implements, and reviews Individualised Education Plans (IEPs) or Learning Support Plans, tailoring educational approaches to each student's needs.
- **Inclusive Strategy Implementation:** Works directly with classroom teachers to implement inclusive strategies and accommodations, facilitating effective learning experiences for all students.

Teachers

- **Inclusive Instruction:** Adapts teaching methods and materials to meet the diverse learning styles and needs of students, implementing inclusive practices in daily instruction.
- **Continuous Assessment:** Regularly assesses student progress, using findings to adjust teaching strategies and interventions to enhance learning outcomes.
- **Collaborative Partnership:** Collaborates with SENCO, counsellors, and coordinators to implement and refine support strategies for students, ensuring a cohesive approach to inclusive education.

Parents

- **Active Participation:** Engages actively in the educational process, participating in meetings, training sessions, and school activities to support their child's learning journey.
- **Support and Advocacy:** Provides support at home aligned with school strategies, advocating for their child's needs and rights within the school setting.
- **Feedback and Communication:** Offers constructive feedback to the school on their child's experiences and progress, facilitating open communication to ensure that educational strategies are responsive to the student's needs.

Access arrangements and Supporting documents for DP final assessments

- Supporting documentation is required when submitting a request for access to IB.
- A psychological/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

Bibliography

International Baccalaureate Organization. (2023). *Access and Inclusion Policy*. Published by the International Baccalaureate Organization (UK) Ltd, Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales CF23 8GL, United Kingdom. Retrieved from <https://www.ibo.org>

References:

[Access and inclusion policy](#)

Inclusion Policy Review

DPS Leadership Team will regularly review the implementation of this Inclusion Policy. Stakeholders in our community i.e. students, parents, teachers, will be asked to contribute during the review cycle through surveys or workshops.

Created by	Gian Corte and Leadership Team
Date	January 2024
Next Review	August 2025