



Madrasah Aljunied Al-Islamiah

Inclusion Policy

1 INTRODUCTION

1.1 Madrasah Aljunied Al-Islamiah (MAA) provides a holistic, integrated learning experience to develop future religious leaders of quality for Singapore. The school comes under the ambit of the Islamic religious council of Singapore, MUIS and is registered under the Education Act. MAA offers multiple educational tracks for its students, namely the Cambridge GCE 'O' Level curriculum, the International Baccalaureate Diploma Programme and the Azhar 2.0 programme. It is committed to supporting learner variability and removing barriers to learning. MAA values every student and aims to nurture each and every one of them as a caring and considerate member of the community. The all-round development and well-being of our students are central to our teaching philosophy. We advocate a progressive curriculum and provide a conducive learner-centred environment that seeks to inspire our students towards achieving religious and academic excellence, in their respective capacities.

1.2 In Madrasah Aljunied Al-Islamiah, its Inclusion Policy is drawn within a framework that aligns with the school vision, mission and values, which are as follows:

Vision

Nurturing Global Islamic Scholars and Leaders

Mission

1. To produce Taqwa scholars, who will lead the local and global communities.
2. To provide students with a balanced, holistic and dynamic educational experience.
3. To empower students with knowledge, skills and values that are purposeful and relevant.

4. To become an exemplary Islamic educational institution that develops and enhances its students' potential.

Values

1. Ihsan (Compassion)
2. Ikhlas (Sincerity)
3. Itqan (Efficiency)

1.3 This document defines the way in which MAA supports learning diversity through the removal of barriers to learning for learners and communicates its inclusive access arrangements to all stakeholders, including parents, students, teachers and administrators.

2 TERMINOLOGY

Term/Expression	Description
Access arrangements	Adjustments or changes introduced to pedagogy, learning and assessment with the aim of promoting inclusivity by removing or reducing barriers to learning. They do not compromise the expected standards or expectations from a student but are aimed at providing optimal support for affected students to navigate their challenges.
Access requirements	Conditions needed for access arrangements
Exceptional circumstances	These refer to situations that are beyond those commonly needed for access arrangements and need to be reviewed by the awarding bodies to determine if they qualify for access arrangements.
Learning support requirements	Students with learning support requirements would need access arrangements but those who require access arrangements need not

	necessarily require learning support. Learning support requirements pertain to students with sustained conditions like Asperger's syndrome, physical and sensory challenges, mental and medical health challenges, among others.
Reasonable adjustments	These refer to changes made which may not be covered in the list of access arrangements, such as bereavement or a family crisis.
Standard score	This refers to a score on an approved cognitive, psychological, physical or language language proficiency test that would allow for comparison and determining access requirements.
Temporary medical conditions	These refer to medical conditions that include injuries and mental health concerns that begin or occur during the course of study and up to 3 months before the IB examinations, for DP students.
Additional or extra time	This refers to a specific percentage of examination, test or classwork time authorised to a student with access requirements that is beyond the standard duration allocated.
Usual way of working	This refers to the context within which access arrangements are granted. Such arrangements should be accorded to students with specific requirements both during the teaching and learning process and during tests and examinations.

3 PRINCIPLES

3.1 These principles are adapted from *Candidates with Assessment Access Requirements (IBO, July 2014)* and the *Access and Inclusion Policy (IBO, 2022.)*

3.1.1 Maintaining Standards

3.1.1.1 The school will ensure that the same standards of assessment are applied to all students, regardless of the need for access arrangements.

3.1.1.2 No access arrangement should give any student an advantage in any assessment.

3.1.1.3 The access arrangements in the policy apply to students who are able to demonstrate a reasonable degree of aptitude to complete the course of study, on par with the other students in the school.

3.1.1.4 Marks awarded for any assessment, including internal assessments must be based on assessment criteria applied and not on any other mitigating factors.

3.1.1.5 All students will be required to study a minimum of three languages, without any exemption.

3.1.2 Consistency for all students

3.1.2.1 For parity of treatment, the school will refer to the awarding bodies, where needed, to ensure that its practices and access arrangements are in line with the standard practices elsewhere.

3.1.2.2 Notwithstanding the above, each request for access arrangements will be deliberated upon on its own merit, without prejudice.

3.1.3 Confidentiality

3.1.3.1.1 All information about a student shall be kept confidential unless otherwise required for sharing with the appropriate personnel and member of a final award committee.

3.1.4 Integrity of Assessment

3.1.4.1 All access arrangements granted to a student must be in accordance with the conditions specified by the respective awarding bodies.

3.1.4.2 The school shall not communicate any information on a student with access requirements to any examiner.

3.1.4.3 Invigilator(s) of a student with access arrangements must not be a relative or any person whom there may be a conflict of interest.

4 SCOPE OF POLICY

4.1 The following areas of the school's inclusion policy are adapted from *Candidates with Special Assessment Needs* (IBO,2011) and the *Access and Inclusion Policy* (IBO, 2022).

4.2 The policy applies to not only summative assessments but to all aspects of teaching and learning and must be used during classroom instruction, classwork and related activities and tests, where appropriate.

4.3 The policy applies to students with individual learning needs, who have the intellectual capacity to meet all curriculum and assessment requirements, and who require optimal support towards the removal or reduction of barriers to learning and provision of access. Students who require access arrangements may display the characteristics of one or more of the following:

4.3.1 Specific learning issues, language and communication disorders

- 4.3.1.1 Significant issues in reading, writing, spelling or manipulating numbers associated with issues in processing symbolic language (for example, dyslexia and dyscalculia).
- 4.3.1.2 Speech and language issues characterized by communication problems (for example, aphasia, dysphasia, articulation problems).

4.3.2 Social, emotional and behavioural issues

- 4.3.2.1 Includes: attention deficit disorder (ADD)/attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders; withdrawn, depressive or suicidal attitudes; obsessive preoccupation with eating habits; school phobia; substance abuse; disruptive antisocial and uncooperative behaviour; and anger, frustration and violence.

4.3.3 Physical and sensory conditions

- 4.3.3.1 Physical disabilities include a wide range of conditions that are not always immediately obvious, but affect mobility.
- 4.3.3.2 Sensory issues: hearing—embraces an extensive range of hearing loss from mild to profound and can present communication difficulties; visual—includes difficulties with either the structure or function of the eye, affecting vision.

4.3.4 Medical conditions

- 4.3.4.1 The most common being: congenital heart disease, epilepsy, asthma, cystic fibrosis, hemophilia, sickle cell anemia, diabetes, renal failure, eczema, rheumatoid disorders, allergies, leukemia and other cancers.

4.3.5 Mental health issues

- 4.3.5.1 A wide range of conditions that can affect a person's state of mind, ranging from psychotic conditions, such as schizophrenia and manic depression, to eating disorders, anxieties and emotional distress caused by circumstances in a student's life.

5 LIST OF ACCESS ARRANGEMENTS IN THE MADRASAH

5.1 Below are the areas of access arrangements that the school will provide, for optimal support of students with access requirements. Each area includes arrangements that may or may not need to be approved by the IB:

5.1.1 **Flexibility in duration of test/examination, course or deadline**

5.1.2 **Flexibility in test/examination location**

5.1.3 **Flexibility in presentation of the test/examination or input**

5.1.4 **Flexibility in method of response**

5.1.5 **Use of human assistance**

6 ACCESS ARRANGEMENTS NOT REQUIRING IB AUTHORIZATION

6.1 The following has been adapted from section 3 of Access and Inclusion Policy (IBO, July 2022)

6.2 At the discretion of the coordinator (or head of school), the following arrangements are permitted without IB authorization:

6.2.1 A student may be allowed to take supervised rest breaks during a test/examination due to medical, physical, psychological or other conditions. The amount of time granted for the breaks is not included in the test/exam duration period. The amount of breaks and their duration will be determined

and communicated to the student and parent/guardian, prior to the test/examination. In alignment with IB's guideline, the school will apply a 10-minute break for each hour, which may vary depending on the circumstances.

- 6.2.2 A student is permitted to take an examination in a separate room if it provides for optimal access to reduce barriers to assessment for the student or in the best interest of other students in the group. Regulations on the conduct of the test/examination will be applied consistently regardless of the separation of venue. The student will be kept under the constant supervision of an invigilator.
- 6.2.3 A student who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in test/examination. Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers. However, communication devices such as mobile phones are not allowed.
- 6.2.4 For a student who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, the coordinator or invigilator will not be the student's subject teacher or relative.
- 6.2.5 Where action is needed to assist a student with attention issues or psychological or neurological condition, the coordinator or invigilator will act as a prompter to tap the student's arm or the desk/table to allow him/her to continue with the test/examination.
- 6.2.6 At the discretion of the coordinator, a student may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorization from the IBO. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator will contact the IB.

7 ARRANGEMENTS REQUIRING IB AUTHORIZATION

7.1 The following access arrangements require IB authorization:

7.1.1 Access to modification in the presentation of the examination

7.1.1.1 When a student has visual challenges or specific learning differences, he/she may request for modification(s) in the presentation of the examination papers as follows:

7.1.1.1.1 Changes to the print on examination papers

7.1.1.1.2 Printing on coloured paper

7.1.1.1.3 Access to electronic (PDF) examination

7.2 Access to additional time

7.2.1 Students who require additional time will be introduced to these arrangements during the course of study. The arrangements do not apply to students with language reading or writing challenges.

7.2.2 Additional time for IB assessments will follow the guidelines set by the IB and will commensurate with the degree of the access requirement as follows:

7.2.2.1 10% additional time (6 minutes per every hour of the test/examination) for students with mild challenges

7.2.2.2 25% additional time (15 minutes per every hour of the test/examination) which is the standard applicable to most students

7.2.2.3 50% additional time (30 minutes per every hour of the test/examination) for students with severe challenges

7.2.2.4 100% additional time may be given to students who are visually impaired and require the use of Braille.

7.2.2.5 For a test/examination that is under 1 hour, the school will exercise discretion in determining the extra time granted.

7.2.3 The additional time is awarded based on the IB's standard score used to measure eligibility criteria, as follows:

Additional time	Standard score used to measure eligibility criteria
10% (mild)	90 - 100
25% (average)	Below 90
50% (severe)	Below 75

8 APPLICATION FOR ACCESS ARRANGEMENTS

8.1 APPLICATION FOR SCHOOL-BASED ACCESS ARRANGEMENTS

8.1.1 Students with access requirements can apply for access arrangements as recommended by their certified psychiatrist/doctor/psychologist.

8.1.2 Parents must notify the school and submit their application **at least 1 year before the tests and/or examinations.**

8.1.3 A medical/psychological report is required for the application of access arrangements. The report must detail the diagnosis, various relevant assessments including a profile of the student's functioning level (e.g. standardised scores on his/her verbal abilities, processing speed, verbal reasoning abilities), and the recommendations of intervention for the student.

8.1.4 The medical/psychological report should be dated no earlier than 3 years from the time of application. The school reserves the right to request for a latest report at the time of application.

- 8.1.5 The authorization of the access arrangements is subjected to approval by the school Management.
- 8.1.6 Upon approval, the parent/guardian need to sign a letter to confirm that they are proceeding with the access arrangements for the student.
- 8.1.7 The access arrangements, if approved, are only valid for the school's internal written tests and examinations. These arrangements are not extended for IB assessments. A separate application and authorization by IBO is required.
- 8.1.8 The approval and authorization of the access arrangements can be reviewed at any time based on new information such as feedback from teachers or school counsellor, or an updated medical/psychological report.

8.2 APPLICATION FOR IB ACCESS ARRANGEMENTS

- 8.2.1 The application for IB access arrangements must be done **at least 1 year prior to the May/November DP examination session**. The IB coordinator will apply to IB for approval of access arrangements for students with access requirements at the end of Secondary Year 4 or beginning of IBDP Year 1.
- 8.2.2 The application must be accompanied by a report by a certified psychologist/psychiatrist/doctor with details on the diagnosis, various relevant assessments providing a profile of the student's functioning level (e.g. standardised scores on his/her verbal abilities, processing speed, verbal reasoning abilities) and the recommendations of intervention for the student.
- 8.2.3 The medical/psychology report must be **valid within 1 year before the start of the IB Diploma Programme**.
- 8.2.4 The application for access arrangements must also be accompanied by educational evidence, which is provided by the school counsellor. It summarises the student's condition and draws attention to relevant information in the documentations, and provides details of access arrangements made by the school for class work and school-based assessments.

8.2.5 The authorization of the access arrangements is subject to approval by the IB.

8.2.6 Parents and students will be informed verbally and in writing on the final approval granted by the IB.

9 RESPONSIBILITIES

9.1 Responsibilities of the School

9.1.1 The school will:

9.1.1.1 Work with MUIS and the IB to ensure that the school's curriculum and assessment methods comply with the expectations and requirements for students with access requirements.

9.1.1.2 Provide advice and guidance to parents and students with access requirements to help them make informed decisions concerning teaching, learning and assessment in the school.

9.1.1.3 Provide resources for the implementation and continuation of the school's inclusion policy

9.2 Responsibilities of the IB Coordinator

9.2.1 The IB Coordinator will:

9.2.1.1 work collaboratively with the school counsellor and teachers to support students with access requirements.

9.2.1.2 apply access arrangements where authorization from the IB is not required.

9.2.1.3 apply to the IB for access arrangements for requirements that have to be authorized.

- 9.2.1.4 provide test/examination accommodations as needed and approved by IBO.
- 9.2.1.5 maintain discretion and confidence in providing access arrangements services.
- 9.2.1.6 gather educational evidence for submission to the IB when seeking permission for arrangements that require authorization:
 - 9.2.1.6.1 Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the student in order to access learning and assessment.
 - 9.2.1.6.2 Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spellchecker).

9.3 Responsibilities of the School Counsellor

- 9.3.1 The School Counsellor will:
 - 9.3.1.1 facilitate the application of access arrangements for school-based access arrangements
 - 9.3.1.2 assess the validity of the medical and/or psychological evaluation report and ensure that the report contains the necessary information for authorization of school-based access arrangements.
 - 9.3.1.3 work collaboratively with the IB Coordinator in the application of access arrangements for authorization by the IB and for the provision of examination accommodations.

- 9.3.1.4 communicate the decision and outcome of the access arrangements to the parents, and relevant teachers and school support staff.
- 9.3.1.5 provide guidance and advice to teachers on the interventions required to support students with access requirements effectively.
- 9.3.1.6 maintain accurate information and records of students with access requirements and the access arrangements authorized.
- 9.3.1.7 update school management on a termly basis on the information and records of students with access arrangements.
- 9.3.1.8 update the information and records of students with access arrangements.
- 9.3.1.9 maintain discretion and confidentiality in providing access arrangements.

9.4 Responsibilities of the Teaching Faculty

9.4.1 Teachers will:

- 9.4.1.1 participate in all required training when available.
- 9.4.1.2 identify students who demonstrate challenges or difficulties in their learning and refer them to the school counsellor or IB Coordinator as needed.
- 9.4.1.3 implement the appropriate interventions and/or learning support as advised by the school counsellor.
- 9.4.1.4 maintain accurate records of the students' progress, and provide feedback to the school counsellor and/or parents as appropriate.
- 9.4.1.5 maintain discretion and confidentiality in providing access arrangements.

9.5 Responsibilities of the Parents

9.5.1 Parents should:

9.5.1.1 play an active role in their child's education.

9.5.1.2 communicate to the school all information and documentation regarding their child's access requirements upon confirmed admission into MAA.

9.5.1.3 communicate with the school regarding any changes in their child's access requirements.

9.5.1.4 make a formal request to the school on behalf of their child for any learning support and access arrangements in a proactive manner.

9.5.1.5 adhere to the school's policy in application of access arrangements, and provide the documentations in a timely manner for authorization of school-based and IB approved access arrangements.

9.5.1.6 ensure that all supporting documents provided must:

9.5.1.6.1 be legible, on a document with a letterhead, signed and dated.

9.5.1.6.2 state the title, name and professional credentials of the person(s) who has undertaken the testing.

9.5.1.6.3 state specifically the tests or techniques used.

9.5.1.6.4 be consistent with the request for access arrangements.

9.5.1.6.5 be accompanied by a translation into English, if it is not written in one it.

9.5.1.7 Furthermore, all psychological/psycho-educational reports must:

9.5.1.7.1 state the candidate's performance on nationally standardized psychological tests.

9.5.1.7.2 report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

9.5.1.8 All language test reports for additional language learners must:

9.5.1.8.1 state the standardized language test used.

9.5.1.8.2 state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria stated in this document.

9.5.1.9 Access arrangements are based on a candidate's current access requirements. The coordinator must therefore justify that access arrangements are necessary for the current assessment. For this reason, the supporting documentation (a medical or psychological evaluation report) must have been undertaken and dated within three years of the intended examination session.

9.5.1.10 The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session.

9.5.1.11 Some flexibility will be allowed with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges.

9.6 Responsibilities of the Student

9.6.1 Students should:

9.6.1.1 actively demonstrate the school values and IB learner attributes, and be engaged in their learning.

9.6.1.2 be proactive in asking for assistance from the school and teachers as necessary.

9.6.1.3 adhere to the guidelines and policies in MAA and the IB policies and procedures.

REFERENCES

- *Candidates with Assessment Access Requirements (IBO, 2014)*
- *IBO Handbook of Procedures for the Diploma Program (2017)*
- *Access and Inclusion Policy (IBO, 2022)*

Prepared by:

Management and Curriculum Teams of Madrasah Aljunied Al-Islamiah 2023