

## Access & Inclusion Policy

“Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers. 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  
(Access and inclusion policy, IB 2022)

At EF Academy, we are dedicated to addressing students' learning challenges and ensuring their continuous progress, aligning with our mission to provide transformative education for global citizens. It has been our mission to give confidence and freedom to people of all ages, nationalities, and backgrounds. This commitment reflects the IBO's aim that IB programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that others, with their differences, can also be right.

EF Academy strives to ensure that its mission is upheld by all staff members, regardless of their role within the school. While students are required to meet appropriate language proficiency levels for admission, EF Academy maintains a non-selective enrollment policy for the IB Diploma and High School Programs. As a result, students come from diverse educational backgrounds and systems, with an age range spanning from 14 to 19 years.

### Objectives:

- Provide Learning Support classes tailored to meet the needs of students with learning differences, helping them build essential skills and strategies for academic success.
- Develop Individualized Learning Plans (ILPs) to provide teachers with clear instructions and insights to effectively support students with learning differences.
- Offer Language Support classes for English language learners to strengthen their language proficiency while simultaneously excelling in their core classes.
- Provide scaffolded and differentiated instruction to ensure all students have equal access to the curriculum while maintaining high academic standards and expectations.
- Facilitate Academic Support classes during the school day, giving students dedicated time and assistance to address academic challenges.
- Deliver specific IB Academic Support classes designed to help students meet the rigorous demands of the IB curriculum.
- Offer the Learning Lab after school, providing a structured environment for additional academic help and guidance.



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- Provide office hours where students meet with teachers for individualized support and clarification.
- Conduct consistent check-ins with University & Academic Counselors to ensure students are on track with their academic and post-secondary goals.
- Develop action plans for students of concern, creating targeted strategies to address academic, social, and emotional needs.
- Leverage the library, librarian, and technology as resources to support effective research and ensure students understand the importance of maintaining academic integrity.

## Facilities:

At EF Academy, we are aware that under the Equality Act 2010, schools must consider issues that may act as barriers to participation for children and how the school intends to overcome these. Such barriers may include challenges related to building accessibility, visibility within learning environments, access to appropriately equipped bathrooms, or auditory accommodations needed in classrooms.

- On-site ramps and an elevator are integral to the architecture of the school - providing accessibility throughout.
- In each classroom, there is a sufficient amount of light in order to aid the visibility of learning materials.
- The acoustics of each room has been considered by having flush and sealed windows and doors, in order to retain the appropriate level of sound. Integral speakers are also in place so that the level of volume can be adjusted accordingly.

## Rights and Responsibilities:

### Students:

All students have the right to:

- have an ILP in place for their learning and inclusive access arrangements for examinations and internal assessments where appropriate documentation has been provided.
- seek advice from their learning support teacher, University & Academic Counselor, IB Coordinator, or subject teacher if they believe their individual learning needs are not being catered to.
- ask for support if they believe they have barriers to learning due to a short-term or long-term concern.





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All students have a responsibility to communicate their needs to:

- the admissions officer upon enrollment, if they have an ongoing learning need that the school should be aware of.
- their learning support teacher, University & Academic Counselor, IB Coordinator, or subject teacher if they believe they have individual learning needs that may require attention during their time at EF Academy.

All students are also responsible for attending any appointments or meetings with staff or external agencies to support their learning needs.

## Parents:

All parents have the right to:

- have the learning needs of their child met and supported while enrolled at EF Academy.
- be involved in any discussions held to explore potential learning challenges that their child may be facing.

All parents have the responsibility to:

- disclose their child's learning challenges, and share proof of documentation with the admission offices before enrollment at EF Academy.
- disclose any anecdotal information they have observed in combination with professional diagnoses, in order to help identify learning differences and ways to support their child.
- make a decision on whether any further action will be taken if their child is referred to an external specialist, as guided by the Health & Wellness and Academic Support team.

## Global Admissions Offices:

EF Academy global admissions offices are responsible for:

- collecting relevant information and documentation from parents and students regarding any learning differences during the enrollment process.
- reassuring parents that disclosing information about special needs will not disadvantage their child.
- informing EF Academy and uploading evidence of any learning differences to Alpha during the admissions process, ensuring it is documented prior to the student's arrival.
- notifying students with learning differences that they are entitled to an Individual Learning Plan (ILP) and support based on accommodations from a Learning Support Specialist.

## The Learning Support Coordinator:





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The Learning Support Coordinator has the right to:

- timely information from the global admissions offices about potential learning differences associated with incoming students.
- support from all relevant stakeholders in administering and supporting the learning needs of any student with documented learning differences.
- protected time on their timetable to organise meetings with various stakeholders.
- a reasonable budget for training, materials, and resources.

The Learning Support Coordinator has the responsibility to:

- be familiar with, and act in line with any government laws and publications; and relevant policy expectations published by the IBO and College Board.
- provide dynamic and innovative leadership in furthering IB and US high school students who have been identified as having a learning difference.
- take the initiative in working with teachers to develop ways in which students with learning differences can be taught and learn more effectively in terms of subject-specific outcomes.
- ensure that the students with learning differences (and their parents) understand that they have a right to have an Individualized Learning Plan (ILP).
- set ambitious targets for the students identified, and evaluate progress towards them.
- produce and maintain a central Learning Support Register.
- meet with students on the Learning Support Register each semester to review and update their ILP.
- ensure all students make very good or outstanding progress towards individual and EF Academy targets.
- ensure all students receive high-quality formative feedback to use as benchmarks toward their academic progress.
- ensure that teacher assessments are accurate, timely, and differentiated (when needed).
- ensure that differentiated intervention plans are implemented for under-achieving students.
- ensure the inclusion provision is in line with the EF Academy Academic policy, procedures, and expectations.
- observe lessons as required, provide detailed constructive feedback to teachers on strengths and targets for improvement (within the ILP), and encourage the sharing of effective teaching, learning, and assessment practices throughout the school.
- be in regular contact, throughout the academic year, with the parents, admissions offices, course coordinators, and school's examinations officer regarding any provisions, so that the applications for accommodations to the examinations board are correct according to the student's needs



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- inform the IBO and College Board examination boards of all students who require inclusive accommodations for external examinations in line with the respective guidelines. This should be completed in conjunction with Course Coordinators & Examinations officer.

## **The Pastoral Team:**

The Pastoral Team has the right to:

- timely information from the global admissions offices about potential learning differences associated with incoming students.
- support from the Learning Support Coordinator in administering and supporting the learning needs of any student on the Learning Support register.

The Pastoral Team has the responsibility to:

- gather additional information on each student during the enrollment process, making sure any amendments are noted on Alpha (Salesforce).
- make a note of each student requiring access arrangements on the correct section of Alpha (Salesforce).
- communicate with the parents and admissions offices if they are alerted to issues with a student that may be related to learning differences.

## **Teachers and Academic Leaders:**

Teachers and Academic Leaders have the right to:

- timely information from the Learning Support Coordinator about potential learning differences associated with incoming and current students.
- assistance from the Learning Support Coordinator to address the learning needs of students listed on the Learning Support Register.
- training and detailed information on any learning differences that they might be unfamiliar with.
- regular access to the ILPs on file for students with learning differences.
- regular collaborative planning sessions to discuss 'best-practice' strategies to assist students with learning differences.

Teachers have a responsibility to:

- ensure that they are aware of the students with learning differences in all the classes they teach.
- implement ILPs of each student on the Learning Support Register.
- ensure that suitable accommodations are made for students who require alternative arrangements for assignments, tests, and internal examinations.





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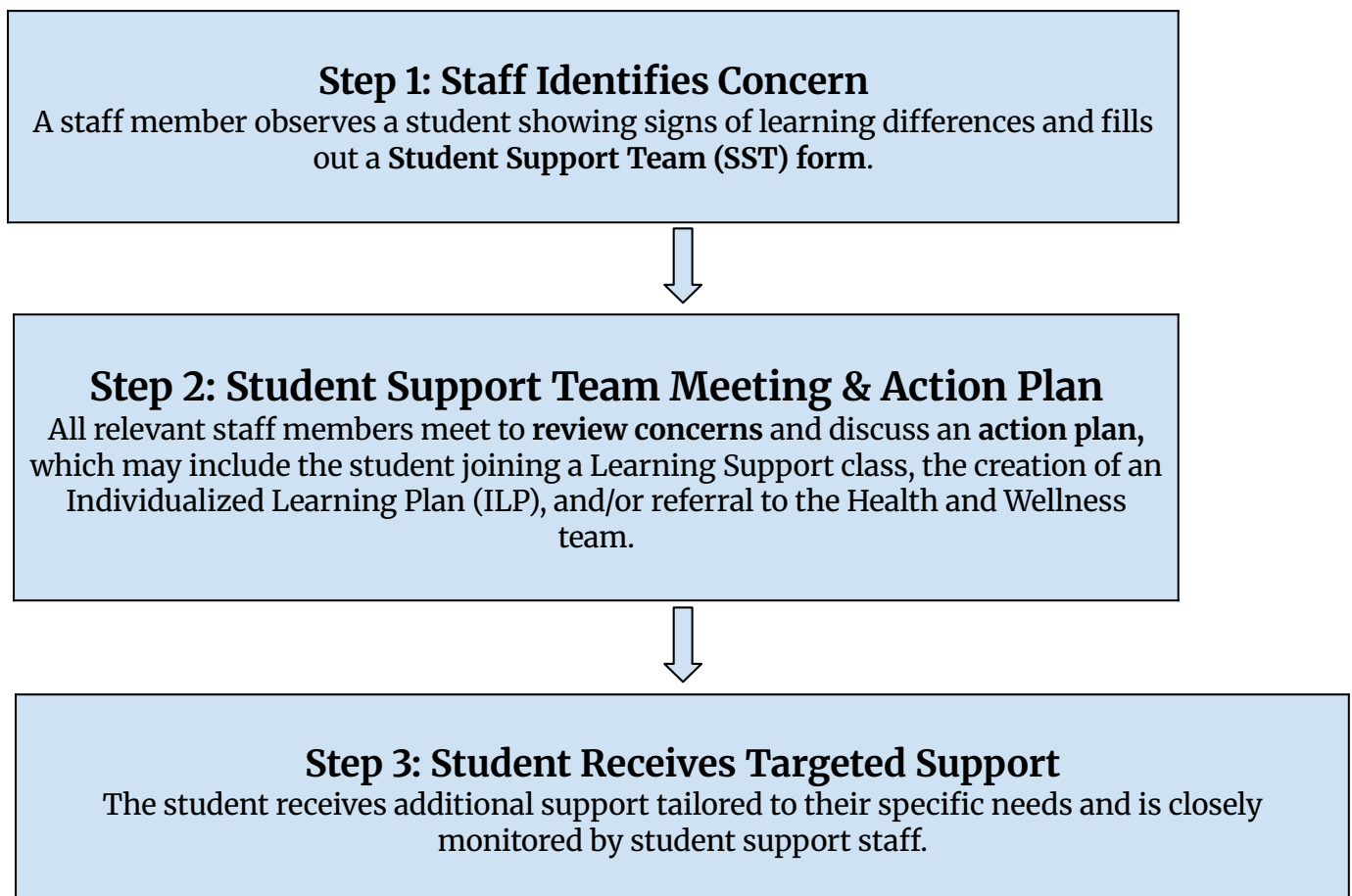
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- alert the Student Support Team to any learning differences/issues that they believe may not have been disclosed at enrollment.
- ensure that lessons, activities, hand-outs, and other resources are accessible to all students they teach.

## Identifying Students with Learning Differences (Post-arrival on campus):

If a student is suspected of having a learning difference, a Student Support Team (SST) meeting is convened to discuss concerns with the student's teachers, administrators, University & Academic Counselors, and a member of the Health & Wellness Team. If further investigation is necessary, the Learning Support Coordinator will contact the Home Office and/or the student's parents to outline the concerns and potentially recommend an academic evaluation.

### Flowchart: Identifying and Supporting Students with Learning Differences:





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### Step 4: Home Office & Parent Communication

The **Learning Support Coordinator** may contact the **Home Office** and/or **parents** to gather additional information or request a **formal evaluation** of the student.



### Step 5: Implementation of Accommodations

Once an evaluation is completed, the student receives suggested **accommodations** in the classroom, on assessments, and in the school environment to ensure **full access to learning and success**.

## Individualized Learning Plan (ILP) – The Process:

Each student with a documented learning difference at EF Academy has an Individualized Learning Plan (ILP). This plan is attached to the student's PowerSchool portal, making it accessible to all relevant stakeholders.

The **Learning Support Coordinator** plays a key role in ensuring that faculty members are informed of their students' ILPs and that approved accommodations are consistently implemented. The ILP is a **living document**, reviewed and updated regularly to ensure it reflects the most current understanding of the student's needs.

For students with **diagnosed or suspected learning differences**, the process of completing an ILP is continuous and collaborative, involving observations, documentation, and adjustments based on student performance and feedback.

## Inclusive Access Arrangements for Teaching, Learning, and Assessment

**Access arrangements** are adjustments made to teaching, learning, and assessment environments to remove or reduce barriers to student success. These changes **do not alter the learning objectives or lower expectations**, but instead provide support that helps students access the curriculum and demonstrate their knowledge more effectively.



These arrangements are essential in promoting **equity and fairness** in education while ensuring that assessments remain valid and meaningful.

## **External Examination Accommodations (IB, AP, College Board)**

To ensure students receive accommodations on external exams:

- The **Learning Support Coordinator** provides appropriate documentation to the **IB, AP, and College Board Coordinators**.
- If documentation is missing, the Learning Support Coordinator works to obtain it in time for submission.
- This process begins **at the end of each academic year** to allow ample time for review and preparation.
- **Applications must be submitted at least six months prior** to the examination date.

*For example – applications for May IB exams must be submitted by the preceding November.*

## **Examples of Inclusive Access Arrangements**

EF Academy will implement necessary inclusive arrangements for students with diagnosed learning differences. These may include:

- **Extra time** on assessments
- **Separate room** for tests and exams
- **Supervised breaks** during exams
- **Enlarged exam papers**
- **Use of a word processor** with spellchecker (only if prior authorization has been granted)

Students must provide **official documentation** to be considered for these accommodations during external assessments.

## **Arrangements Not Requiring Authorization**

For certain needs, no formal documentation or prior approval is necessary. These include:

- **Adjusted lighting** for visual needs
- **Auditory support** for students with hearing impairments
- **Access to a reader** (for directions or instructions only, not for content)
- **Flexible seating arrangements** based on student needs



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- **Clarified instructions** (e.g., reader explains directions to students with attention difficulties)

## Roles and Responsibilities

- The **IB Coordinator** must refer to official guidance (JCQ and IBO) and implement arrangements based on a documented assessment of need. (*Reference: IBO Access and Inclusion Policy, 2022*)
- The **IB/AP/College Board Coordinator** is responsible for submitting accommodation applications to examination boards as soon as documentation is available.
- The school is responsible for requesting **exam rescheduling** or **special considerations** on behalf of students when needed.

## Additional Inclusive Access Considerations (Case-by-Case)

- **Wheelchair access** to classrooms, restrooms, and lifts
- **Portable ramps** and modified vehicles for excursions
- **Evacuation plans** tailored for students with mobility challenges
- **Portable induction loops** and support for students who are hearing-impaired
- **Visual accommodations**, such as enlarged text or modified materials
- **Lip-reading friendly seating arrangements**
- **Alternative study materials**, especially when resources are primarily audiovisual



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## Individual Learning Plan (ILP) Template:

### Individualized Learning Plan (ILP)

Name:  DOB:

ILP prepared by:  on:

#### Learning Differences/Diagnosis:

#### Present Levels of Performance/General Background:

#### Student Needs and Impact of Learning Differences:

#### Accommodations:

#### Student Goals:





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## Comments:

## ILP Review Notes: (please include participants and dates of review)

EF Academy complies with privacy regulations, including the **Family Educational Rights and Privacy Act (FERPA)**, to ensure all student records, including ILPs, are stored and shared appropriately.

## Examples of Learning Barriers:

### Evaluation of the Policy





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Each academic year, the school reviews the effectiveness of this policy using both qualitative (descriptive) and quantitative (numerical) measures. Feedback is collected through scheduled **Senior Academic Leadership Team (SALT) meetings**, where staff and other key stakeholders reflect on implementation and suggest improvements to ensure the policy continues to support inclusive learning effectively.

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**Completed:** April 2025 by: Leslie Creus - Director of Academic Support/HOD EAL Department

**Updated and Reviewed by:**

- Brad Park, Deputy Head of School for Academics, 4/24/25
- Amy Park, IB Coordinator, 4/24/25
- Miriam Ortiz, Dean of Academics, 4/25/25
- Lauren Valentino, Campus Direction, 2/4/25

While EF Academy is a private independent international school in the United States and not bound by public education laws, it voluntarily aligns its practices with key principles from the **Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act**, and the **Americans with Disabilities Act (ADA)** to ensure equity and access.

EF Academy ensures that accommodations and inclusive practices are applied across IB, AP, and general high school programs in alignment with the IBO, College Board, and internal academic expectations

