



INCLUSIVE ARRANGEMENTS POLICY

EF Academy- New York

Purpose:

The purpose of this document is to:

- Communicate to all stakeholders in our community the expectations for creating and maintaining an inclusive educational environment for all learners, a requirement for IBO
- Provide clear guidelines
- Establish roles & responsibilities
- Outline various accommodations and support opportunities available

EF currently has a Head of Learning Support to work with our students and staff to ensure that students are accessing the curriculum with the support that they need. If a student needs to receive a Psychoeducational Evaluation, these will be outsourced and arranged.

About EF:

EF Academy is an international boarding school located in Thornwood, New York in Westchester County. We educate a diverse student population, with 95% of the student body consisting of international students. Over 70 different countries are represented among our student body, and for most, English is not their native language. Our mission mirrors that of the IBO, in that we aim to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Program Philosophy:

EF has recently created a Learning Support department to help support our students with documented Learning Disabilities. The goal is to help students create access points to the curriculum, using specific targeted strategies based on each student's unique learning profile. The Learning Support department is committed to giving each learner the skills and strategies to ultimately use independently. The Head of Learning Support will work with teachers and staff to help support all of our students with documented learning disabilities to access the IB curriculum.

Roles:

The Head of Learning Support works with teachers, staff, and Administration to create tools to best support the students. If there are students identified that may need to be evaluated, the Head



of Learning Support works with teachers, parents, and administration to receive an evaluation. The Head of Learning Support collects data from teachers, administration and observations in order to have concrete evidence to give to the Neuropsychologists.. Information is kept strictly confidential and will be shared only with those who need to know the information. The Head of Learning Support communicates with the Deputy Head of School for Academics and the Academic Deans to ensure that they are within the line of communication. Every three years evaluations should be re-done in order to be kept up-to-date, therefore, the Head of Learning Support will work with families to arrange this.

Legal:

In the United States, children are expected to be in school until at least the age of 16 unless there are extenuating circumstances. Public Schools in the U.S. do follow laws such as IDEA (Individuals with Disabilities Education Act); however, as EF Academy is an International School, we do not have to follow these laws. EF Academy is nonetheless committed to helping all children succeed.

Support for Students with Documented Learning Disabilities:

EF Academy and the IB believe that all students must receive accommodations if they have a documented learning disability in order to ensure that they are given an equal opportunity to succeed. If a student does not have documentation from a Neuropsychologist or health professional, EF cannot diagnose or support students without medical documentation.

Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodations may be authorized based on what their evaluation says. Students eligible for testing arrangements are those with Documented learning Disabilities such as:

- o Documented communication and speech disorders
- o Autism Spectrum Disorders
- o Communication Disorders
- o Reading and Math Disorders
- o Social, emotional, and behavior challenges
- o Medical or mental health issues
- o Hearing-impaired

Accommodations:

For major tests, IB external and internal examinations, under certain conditions, accommodations are allowed. When granted, these may include:

- Extension of deadlines for major assignments
- Additional time based on what is in their evaluation (most frequently it's time and a half)



- Movement breaks
- Scribe
- Readers
- Alternate testing environment
- Use of Assistive Technology

Differentiation:

Differentiation of instruction is one strategy for teaching students with learning disabilities. This is also a method of teaching that is helpful for all students, whether they have a documented LD or not as it addresses all learning styles.

Individual Learning Plan (ILP):

For students who enter EF Academy already holding an IEP/504 and or a Psychoeducational evaluation, EF Academy follows each recommendation of the Evaluation with the resources available. We value the time and efforts put into each evaluation, and want our students to have all of the support possible to ensure positive learning outcomes. Once we receive an evaluation, the Head of Learning Support creates an Individualized Learning Plan. This is for internal use only and includes students' individual accommodations, goals, strengths, and challenges. These will be helpful for teachers to be able to constantly review.

In some cases where an evaluation is not on file but there are documented concerns/information from teachers and staff, the Head of Learning Support discusses with parents the opportunity to get a Psychoeducational/Neuropsychological evaluation.

General learning difficulties	Students experience difficulties in the acquisition of basic skills, knowledge, and conceptual development. These students are generally at the low end of the developmental range for their age.
Specific learning difficulties	Students have difficulties with basic reading, writing, and/or number skills. There is often a marked difference between their performances orally and on paper. Often a specific diagnosis has been provided by a psychologist/specialist/medical doctor (e.g. disorder in reading, dyspraxia, a disorder in math, etc.)



Speech and language difficulties	Students may have delayed receptive or expressive language, and/or difficulties in language processing.
Executive functioning difficulties	Students may struggle with organizational systems, time management skills, as well as study skills.
Attention deficits	Attention deficits may include hyperactivity, inability to focus
Social / emotional / behavioral difficulties	Students exhibit behaviors that make it challenging to function effectively in school. Interventions/structures will be helpful for students with behavioral challenges.
Motor skills	Students have difficulties with either fine and/or gross motor skills. Such challenges can affect one's ability to fully access the curriculum.
Physical disabilities	Students may require differentiation of the environment in order to allow adequate access to the curriculum. Students may have temporary physical disabilities as a result of hospitalization or injury.
Visual difficulties	There are a variety of levels of visual impairments that can have an impact on a student's ability to fully access the curriculum.
Hearing difficulties	There are many levels of hearing loss that can affect a students' ability to access the curriculum fully.

COVID 19:

Despite the limitations of the pandemic and many students still in their home country, students will receive the support that they need regardless of where they may be. The Head of Learning



Support will work with students both via Zoom and in-person to best support our students with documented Learning Disabilities at EF. She will also work with teachers and families via the phone, in-person, and via Zoom.

POLICY REVIEW AND IMPLEMENTATION:

The EFA Leadership Team is responsible for coordinating the implementation and evaluation of the effectiveness of the Learning Support Policy. A formal review of the policy will take place at the end of each academic year. The policy will be communicated to students and parents in handbooks published annually. EFA handbooks will also be made available through PowerSchool. We acknowledge that the International Baccalaureate defines these practices as Inclusive Arrangements; however, we felt the connotations of “inclusive” did not adequately reflect our philosophy.

Updated: August 2021

Approved by: Senior Academic Leadership Team, EFANY

Sources:

IBO (2018a). [Access and Inclusion Policy](#). Cardiff: Peterson House.

IBO (2015). [Approaches to Teaching and Learning in the Diploma Programme: Teaching differentiated to meet the needs of all learners](#). Cardiff: Peterson House.

IBO (2016). [Learning Diversity and Inclusion in IB Programmes](#), updated 2018. Cardiff: Peterson House.

International School of Amsterdam Inclusion Policy