



DELEDDA INTERNATIONAL SCHOOL

INCLUSION POLICY

The DIS Assessment Policy is reviewed annually.

Revised in May 2026.



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Introduction

Purpose

This document represents the Deledda International School (DIS, henceforth) inclusion. The DIS Inclusion and Policy is a set of principles which connects the IB philosophy and continuum and our school community. The document is updated regularly, based on our students' evolving needs and the latest IBO requirements which apply to our PYP, MYP and DP programmes.

Aims

At DIS we are committed to identify and remove barriers for learning in terms of changes to teaching, assessment, resources, and learning, while also promoting inclusive education. As underlined by the IBO: "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, updated May 2020).

The aims of this document are:

- to establish common procedures and practices within the school community to help foster a more inclusive learning environment for all students at DIS, helping them to overcome their permanent or temporary difficulties and empowering them with the necessary tools to pursue their academic and personal goals;
- to provide access to successful learning experiences to all students regardless of their abilities or barriers to learning;
- to create a learning environment suitable for each student and ensure all pupils have access to the curriculum in an inclusive way;
- to differentiate teaching to meet diverse learning needs and perspectives;
- to engage students in approaching to learning skills to reflect on how they are learning;
- to address the learner's diversity in every step of our student's education;
- to clearly identify and define the responsibilities, rights, and expectations of all partners involved in the process (students, parents, teachers);
- to ensure that parents are able to play their role in supporting their child's education.

Environment (02):

Standard: student support (0202)

- Practice: student support 1 (0202-01): 1.1, 1.3
- Practice: student support 2 (0202-02): 2.1, 2.2, 2.3
- Practice: student support 3 (0202-03): 3.1, 3.2, 3.3, 3.4

Culture (03):



Standard: culture through policy implementation (0301)

- Practice: culture 1 (0301-01): 1.3
- Practice: culture 2 (0301-02): 2.1, 2.2, 2.3
- Practice: culture 6 (0301-06): 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

Learning

Standard: Approaches to teaching (0403)

- Practice: approaches to teaching 5 (0403-05): 5.1, 5.3, 5.5

Standard: Approaches to assessment (0404)

- Practice: approaches to assessment 3 (0404-03): 3.2

School Inclusion Philosophy

Our school's Inclusion philosophy is based on principles that reflect both our mission and the mission of the IBO.

IBO Mission Statement

"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" (IBO, 206).

Our School Mission - Goals

Deledda International School (DIS) fosters academic growth within a caring and principled learning community. The school promotes the appreciation of the diversity and complexity of people and cultures and provides an environment conducive to learning and teaching. DIS offers a rigorous curriculum that aims to develop internationally-minded citizens who participate locally and globally to help create a more sustainable and peaceful world.

Our school mission is inspired by the core values of the IB learner profile, which describes a broad range of human capacities and responsibilities that go beyond academic success and imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB learner profile¹.

¹ See Appendix A



Definitions

Inclusive arrangements are to be granted to all those students who encounter barriers to learning. “Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment. While learners may experience any number of fleeting or transient barriers that may disturb their learning for a few days (such as an emotional barrier due to an altercation with peers, or a medical issue), access and inclusion needs to be considered when it is observed that a learner is facing a long-term challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition that lasts for more than 12 weeks is usually considered chronic and the school should consider access arrangements for learning, teaching and assessment where required “(Access & Inclusion Policy, IBO, 2018 updated 2023).

Barriers to learning include:

- Additional language (first or best language is not the language of instruction)
- Cultural variations
- Hearing
- Intellectual exceptionalities
- Movement and coordination
- Medical
- Mental health
- Numeracy
- Processing
- Reading
- Seeing
- Social–emotional
- Speech and language
- Writing

Special Educational Needs (SEN): The acronym SEN indicates situations associated with persistent or temporary learning difficulties. These include all barriers to learning.

Differentiation: Differentiated instruction and assessment refers to the process of identifying, with each learner, the most effective strategies for achieving agreed upon goals, to ensure learning opportunities that enable every student to develop, pursue and achieve appropriate personal learning goals are created. Instruction can be differentiated not only in terms of content, process and/or product, but also in terms of affect (how students are enabled to feel safe and secure, with a sense of belonging to the community), and learning environment (Tomlinson & Eidson, 2003).

Individual Learning Plan (ILP): The ILP (*PDP - Piano Didattico Personalizzato, in Italian*) is a personalized document that outlines a student’s learning goals, strengths, challenges, and the



specific strategies and accommodations needed to support their progress and assessment. It's developed collaboratively, involving the student, their parents, the class coordinator, and the SEN Referent; it is reviewed yearly to ensure that it remains relevant and effective.

The policy and Italian legislation

The school takes “Law 170/2010” and “Dir. Min. 27/12/12” as a starting point as, given that we are not part of the state school system, the full application of such laws is not required. The school prepares ILP which are aligned with the PDP Piano Didattico Personalizzato templates described in “Linee Guida per il diritto allo studio degli alunni e degli studenti con disturbi specifici di apprendimento. 12/07/2011 (che prevede la stesura obbligatoria del PDP per DSA/BES)”.

Inclusion and support principles

“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).

All students enrolled at DIS should be able to have access to the best possible learning environment, in line with the four principles of good practice described by Learning Diversity and Inclusion in the IB Programmes: affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning. Developing approaches to learning, alongside the four principles above, can enhance every student's potential.

In particular, at DIS, we aim to remove barriers to learning by:

Affirming identity and build self-esteem

- All students are encouraged to participate in their IB education;
- Diversity is considered an opportunity for learning for the whole community (multilingualism is an example as shown in the language policy).
- Teachers and parents should act as a support system that works towards the student's autonomy, building on self-esteem and empowerment.
- Students with Special Educational Needs (SEN), like all other students, shall become progressively more aware of their strengths and difficulties and be encouraged to oversee their own education as they advance their studies in the school.

Valuing prior knowledge

- Prior learning is assessed during the process of admission and considered to design the student's curriculum.

Scaffolding learning

- All students are exposed to learning by doing and multimedia approaches during classes;
- All learners experience equal opportunities to participate and engage in learning.



Extending learning for all

- The school assessment policy offers opportunities for all students to demonstrate their learning;
- each learner is individually exposed to teaching and learning;
- the language profile of each student is developed to deliver appropriate multilingualism;
- the development of independent learning is fostered.
- The school is actively involved in supporting professional development, promoting informative seminars for the whole community (students, parents, faculty).

All members must share their responsibilities and define their roles in the action through the preparation of a common document, the PDP (Piano Didattico Personalizzato – Individualized Learning Plan). The PDP must contain enough information to allow teachers and students to operate within and outside the classroom, with the goal of preparing the students to reach all assessment requirements.

The PDP should not be limited to a list of “concessions” or “exclusions” for the student, but rather constitute a true operative document that allows a successful didactic action. For this reason, it must be widely discussed and shared among all stakeholders.

Stakeholders

Members in this policy are all DIS teachers, including the Head of School and the Coordinators, the school SEN referent, those students and their families for which a specific PDP has been stipulated, or is to be designed. The school also involves the professionals who take care of and work with the student, to perform as a network.

Inclusion in practice

In class differentiation

“Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals” (“Learning Diversity and inclusion in IB programmes, 2016”).

Teachers are to have a clear understanding of who they teach to implement approaches and strategies (ATT) that help remove learning barriers not only for SEN students, but for everybody in the class.

Teachers use a range of strategies to meet pupils’ individual learning needs. Lessons have clear learning objectives; work is differentiated within the classroom setting allowing pupils to achieve success and assessment is used to inform the next stages of learning.

It includes Scaffolding, Extending Learning Valuing prior knowledge and Affirming identity and building self-esteem (“Learning Diversity and Inclusion in IB programmes”, 2016).



Here some examples of ways teachers should use to promote learning considering differentiation and inclusion:

Scaffolding

- Provide students with a planning at the beginning of the unit and of each lesson via Managebac;
- Provide a summary Powerpoint in advance;
- Summarize content covered throughout the lesson at the end of class;
- Provide examples (work samples and task specific clarifications of assessment criteria);
- Provide scaffolding in terms of: demonstrations, experiential learning, chunking information, visual aids, templates and graphic organizers to foster independence.

Extending learning

- Engage students with different tools involving different ways to learn (in accordance with 4 learning styles – Visual, Aural, Verbal, Kinesthetic).

Valuing prior knowledge

- Assess existing knowledge to identify gaps or overlaps in learning;
- Activate prior understanding through brainstorming at the beginning of the unit.

Affirming identity and building self-esteem

- Improve students' ATL to encourage the learner identity;
- Consider students in terms of their strengths when feedback is given to them when assessing a formative or a summative task;
- Offer opportunities to the students to develop the attributes of the IB learner profile;
- Give the students opportunities to reflect on their learning.

Operational Strategies to identify a SEN student

*) A difficulty with some aspect of learning or social, cultural, emotional adjustment can be identified as a cause of concern at any point throughout a student's academic career. A pupil's diverse needs are planned for and differentiated for as they progress within the educational setting. Even though students might begin their journey at DIS with no special learning needs, over time, specific issues which require identification, assessment and support may emerge.

*) Whenever a potential special need is identified in a student that has no prior documentation of any learning/emotional/social difficulty, the family must be contacted by the coordinator and the possibility of undergoing an assessment should be considered. In particular, given the special "bilingual" nature of the middle school (but also high school, considering that most students study in a language that is not their mother tongue), an expert or group of experts that are aware of the nature of the school should be ideally preferred. It is then crucial that the family communicates to the practitioner all possible details about the school, including teachers' observations and, when possible, an evaluation by the counselor.



*) The diagnosis/assessment is carefully reviewed by the SEN referent and the teachers council with the aim of translating it into an operative set of good practices. This is when a first version of the PDP is produced, by the end of November if the diagnosis/assessment arrives at the beginning of the year, and in any case within a month from the diagnosis if it is the first one. If the documentation arrives after the November deadline, the school might refuse to take it into consideration until the next year.

*) The preparation of the PDP must take into account:

- the content of the diagnosis/assessment;
- teachers' observations and educational evidence produced by the school;
- specific requirements for the preparation of the relevant exit exams of the cycle, as explained in detail in the next paragraph;
- information collected by the family.

*) The PDP is proposed and discussed in a faculty meeting and consequently approved by the faculty itself.

*) At the beginning of the school year, the Head of Year, together with the SEN referent, organizes a meeting with the student, his/her parent(s) so that all parties sign the document. The PDP is reviewed at least one other time throughout the year.

*) If a PDP has already been drawn up for a student, at the beginning of the new year, the school will revise it and update it. A new diagnosis/assessment might be necessary, according to the judgment of the school counsellor and/or the class council. The document should not be older than 3 years.

The updated version of the PDP must be signed again by all actors.

*) Working with a personal tutor during lessons is allowed, if a pupil with SEN requires and requests it. Any request put forward by the family or by the teachers has to first be approved by the school and by the administration and will be an expense the family will take care of.

The role of each stakeholder

- Periodically, teachers are engaged in professional development training by attending meetings organized by the school counsellor where experts in the field may discuss topics such as learning disabilities, availability of special tools and software to help students, and differentiation in the classroom. They also share their best practices with each other during the meetings with the coordinators and school counsellor. The school SEN referent informs the teachers of which students in each grade level have a PDP, so that each teacher is responsible to be aware of those students with special needs in his/her classes. In addition, s/he has to consider each SEN member of the class and the accommodations listed on the PDP when planning the lessons, tests and even units, so that the teaching plan effectively implements appropriate differentiated teaching strategies.

- Students should be encouraged to undergo a process of self-awareness, self-acceptance and self-empowerment. To do so, throughout the year, the pupils meet with the school counsellor, the SEN referent, and the Head of Year, on a regular basis. The class coordinators consequently update teachers on the students' needs and/or achievements. Students will be guided by the school staff through a gradual process of independence in the use of tools, technology and aid, in general, to help foster their preparation and overcome their difficulties. They should be also encouraged to talk about their issues with their peers, their family and the school counselor and/or SEN referent. When advised to use a particular tool such as a calculator, a spell checker, a text editor etc., they should make every effort to try to use it under the guidance of their teachers and family. If the student refuses to use one or more of such tools or does not want to follow some of the suggestions written in the PDP, the matter should be discussed with the SEN referent and the family. Students are also required to sign the PDP.
- Parents should offer their support in terms of awareness, acceptance and also practical help. They sign the PDP after having discussed its contents with the SEN referent, the class coordinator and, if possible, the student's tutor or therapist. They should also review all possible extra measures to take, in order to help their child with the school. Purchase of software, choice of home tutors, direct help and other elements must be carefully decided and shared with the school, to make sure the action is aligned with the school's principles. Their aim should be that of making students more independent by the time they reach the Diploma Programme years.
- The school SEN referent has the role of editing the PDP, together with the class coordinator, checking it during the school year and facilitating the communication between the different parts.
- The programme coordinator has the role of monitoring the implementation of the Inclusion policy in the programme. S/he registers the students asking for special arrangements where needed, for instance for inclusive measures during IB exams.

Additional Language Learners

IBO Access & inclusion Policy: "Additional language learners are those students whose current course of study and assessment is delivered in a language that is not their first or best language, and whose language ability is below the level that is deemed linguistically competent" (Access & Inclusion Policy, IBO, 2018 updated 2023).

Those students whose language ability in both English and Italian is deemed below required level, are eligible for specific inclusive arrangements, and the drawing of a PDP. Specifically, the measures typically granted to such students include extra time during tests, differentiated homework assignments, differentiated studying material, peer support.



Confidentiality

The psychodiagnostic assessment is formally recorded and included in the student's personal file, which is kept in the school office, in a locked cabinet. The Head of Year informs the class teachers of the outcome of the assessment and, together with the SEN Referent, prepares a shared document on the Teams platform accessible only to the teachers of the student's class. This document summarizes the key points of the assessment and outlines the support measures and tools available to the student. Teachers may consult the full paper copy of the psychodiagnostic assessment, and the relative PDP, accessing the student's individual file. Documents related to a student's SEN/BES status are not shared with external parties unless expressly requested by the family.

The school curriculum and exam requirements

The curriculum at DIS can be thought of in four phases or cycles. In each cycle, different actions might be necessary, according to the final objectives, especially in terms of external exam requirements. The PDP will be modified and adjusted over time to ensure that the student is more autonomous in the use of special tools, less dependent on some of such tools that might not be allowed during exams and more aware of how to use his/her strengths and overcome difficulties. In each cycle, pupils may have access to a combination of support strategies to address their needs, including the following:

- teacher consultation
- in-class task differentiation
- work in pairs
- group support
- home-support programme, as parents are encouraged to support their child.

1) Primary School: young learners are quite likely to start the DIS curriculum with no identification of any special learning needs. Many pupils do not have a diagnosed SEN but may be experiencing difficulties in some areas like literacy (reading, writing, spelling, comprehension); numeracy (organisation, sequencing); behaviour; executive functions (i.e.: memory, speed of processing information); emotional/social adjustment.

Indeed, over time specific issues may emerge which require identification, assessment and support.

For these reasons, there are various classroom accommodations that are adaptations put into place in the environment, curriculum format, teaching/learning methods or equipment, which allow a student with barriers to learning to gain access to content, learn effectively, complete tasks and to pursue a regular course of study.

The final goal is that each student can experience levels of understanding and rates of progress that bring feelings of success and achievement.

Example: classroom teaching strategies and accommodations for students with attention difficulties:

- previously discussed prompts;



- regular breaks;
- behaviour plan;
- encouraged use of planners;
- opportunities created for movement, when possible;
- work in pairs.

When a pupil has a specific diagnosis/assessment, a PDP is required (as specified in the previous paragraph).

The type of compensatory tools and dispensatory measures needed for each student must be individualized and decided on a case-by-case basis; this is especially true for primary students, because of the vulnerable stage of development. The tools depend on the age and on the specific educational needs. For instance, the use of specific software could be the best choice for one student, but not for another. We think that is important not to overcompensate, to allow specific skills to still develop as much as they can.

To achieve the best support for each student, the collaboration with the therapist who takes care of the pupil and his/her family is crucial. The school SEN referent contacts the families on a regular basis; occasionally, it might be deemed appropriate that the referent and/or the Head of Year also meets with the student's therapist.

Beginning in Year 1 of the primary school cycle, teachers work on the development of ATL skills for each pupil. This is particularly important for SEN students, who need to become more aware of their learning style, weaknesses, strengths and to develop strategies to overcome these difficulties. The work on ATL is done especially during Year 5, when the strategies have to be consolidated for the start of the MYP programme.

2) MYP 1, 2, 3: In case students are preparing for the *Esame di Stato Conclusivo del Primo Ciclo di Istruzione* (terza media) exam (Italian State exam normally taken after three years of Middle School), the PDP might align to those prepared in Italian schools. Modification of some assignments can be discussed. In general, any practice that the Italian legislation allows (refer to Law 170/2010 and Dir. Min. 27/12/2012) can be included in the PDP, with the approval of the MYP3 Head of Year who will carefully review it and assess it against the particular policies of those Italian schools where our students take the exam.

3) MYP 4 and 5: During these years, students gradually start to become equipped for the upcoming DP program. The main aim of the first two years of High School should be to get the students equipped with all the tools necessary to be autonomous learners in the Diploma Programme, helping them choose the right path within their DP subject choices. This transition is particularly delicate and the PDP should reflect it. Referring to the IBO document *Access and Inclusion policy*, PDPs must ensure that students take progressively more responsibility in the use of certain tools (e.g. learn how to use computers with spell checkers, school-required graphic calculators) (Access & Inclusion Policy, IBO, 2018 updated 2023). Substitution of written tasks with oral ones must be generally avoided because the final exams are mostly written. In addition, students are encouraged to rely less and less on mind maps, as they are not included in the allowed tools for the DP exams.



4) **DP 1 and 2:** In the last two years of High School, students prepare for a challenging set of exams that have rigorous external assessments that consist of several written papers and a few oral examinations. Students with special assessment needs, especially those who belong to the spectrum of dyslexia, must be advised to carefully choose their six subjects, their topic for the Extended Essay and all other Internal Assessment requirements. At the beginning of year 1 of the DP a revision of the diagnosis/assessment could be requested; this should indicate the quantitative results achieved by the students in each component of the assessment(s) clearly, so that the PDP can more closely reflect what the actual assessment requirements of the students are in terms of the aforementioned document “Access and Inclusion policy”.

Especially during summative evaluations, teachers will make sure that students will be tested under exam-like conditions allowing them nothing more and nothing less than what is indicated in the PDP and what the IB suggests is appropriate. Teachers, the school SEN referent, students and parents will continue to collaborate to make the learning experience effective and enjoyable; it is nonetheless worth mentioning that one of the primary objectives is preparing the students for final exams.

At the beginning of both year 1 and year 2 of the DP, families and students with SEN meet the, the school SEN referent and the class coordinator to discuss strategies, considering progress in the DP in addition to the upcoming exam registration.

For inclusive arrangements to be granted during final exams, by the first half of November (of DP2), in collaboration with the School SEN referent, the DP Coordinator submits to IB the appropriate accommodations request, along with necessary documentation, particularly: the school evidence form, the translated medical/psychological assessment report.

Parents may access further information regarding the possible arrangements available to their student by calling and speaking to the school SEN referent or the DP Coordinator. Once the DP Coordinator learns of the decision by the IB with regard to the inclusive arrangements granted for IB exams, the student, parents, and teachers involved will be informed.

[List of possible exemptions, tech tools and compensation that the IB and school may permit](#)

ITEM	PRIMARY SCHOOL	MYP 1,2,3	MYP 4,5	DP 1,2
Use of calculator	T.A. (depending by the age and specific educational needs)	YES	YES	YES (with approval from IB)
Use of multiplication tables, basic operation tables	YES	YES	NO	NO



Use of self-produced lists of formulae	YES	YES	T.A. (to be minimized throughout MYP4, MYP5)	NO (but all students are given a booklet for some of the scientific topics)
Use of mind maps <u>approved by the subject teacher</u>	YES	YES	T.A. (to be minimized throughout MYP4, MYP5)	NO (but all students are given a booklet for some of the scientific topics)
Use of self-produced material and notes during tests	YES	YES	T.A.	NO
Use of computer for word editing	YES	YES	YES	YES (with approval from IB)
Use of spell checker	YES	YES	YES	YES (with approval from IB)
Use of vocal synthesizer	YES	YES	YES	YES (with approval from IB)
Extra time during tests (usually 25% but more can be discussed)	YES	YES	YES	YES (with approval from IB)
Reduction in the number of exercises	YES	YES	T.A.	NO
Partial substitution of written assignments with orals	YES	YES	T.A.	NO
Modified use of criteria in assessment – different weighting	YES	YES	T.A.	NO
Modified use of criteria in assessment – substitution of criteria	YES	YES	T.A.	NO
Possibility to take tests at a different time	YES	YES	YES	T.A.



Possibility to take tests in a different location	YES	YES	YES	YES (with approval from IB)
Rescheduling of tests/summative tasks according to needs	YES	YES	T.A.	NO
Possibility to have an alternative font and/or text/ background colour. E.g. a student with reading difficulties requires an accessible font (Lexia Readable).	YES	YES	YES	YES

T.A. = requires Teacher's Approval

Some of these items are limited by the physical and budgetary constraints of the school itself. Different actors will then be in charge of providing some of these resources, and this must be then clearly stated in the PDP. Items from this list, like every other part of this policy, might be amended, added or modified with the approval of the faculty.

Policy Alignment to the Assessment Policy

The main aims of the assessment procedure are to:

- Evaluate achievement-ability discrepancies to identify specific learning disabilities;
- Assess an individual's academic progress over time;
- Shape a holistic picture of the student who is being assessed;
- To compare a student's performance at certain time intervals.

One of the goals of inclusive arrangements is to provide fair assessment conditions for all students in the school. Individual needs and difficulties are taken into account to design specific assessment settings that allow pupils to have the chance to demonstrate their level of attainment. That is done to ensure fairness and to allow teachers, examiners and moderators to evaluate the student's work with the standards applied to all (other) candidates. Indeed, depending on the PYP, MYP or DP program, it is the setting and condition of the assessment itself that can be modified, not the standards of evaluation, which are equally applied to all candidates. Indeed, teachers are to provide the best possible tools and conditions that allow all students to be able to perform equally and to reach their maximum academic performance, assessed with one unique set of standards.

Throughout the primary, middle and high school periods, assessment is used to inform about different stages of learning. The ultimate goal of assessment is to grasp the student's levels of attainment and understanding, to ensure learning is taking place effectively in the conditions provided by the teachers.



The grades that are awarded are indicative of the student's level of attainment and learning and reflect IB grade descriptors. Formative assessments are mainly designed to generate corrective feedback, which should be applied to improve academic performance, as mentioned in the DIS Assessment Policy. Summative assessments in the MYP and in the DP are evaluated based on specific IB criteria and/or mark-schemes. Such criteria are inclusive by definition as they assess different aspects of learning, specific for each subject. Indeed, IB criteria allow for an all-rounded assessment of distinct qualities and skills related to learning. The nature of the criteria allows all students to enhance their strengths and work on their weaknesses. IB rubrics are used by all teachers to assess the students' work and award grades in each criterion; such rubrics are published on ManageBac and are available to students and families. This allows for optimal preparation, as rubrics are to be considered an extra tool the students can use to prepare for assessment.

In the MYP particularly, different assignments are designed to test different objectives. This implies that, throughout the academic year, all students are evaluated on all the distinct aspects of learning suggested by the IB criteria. Students with diverse qualities and weaknesses will likely perform differently depending on the assessed criteria. A key advantage of the diversity of assessments is that it fosters a reflection on the different elements of the overall learning experience. Such reflection becomes individualized, depending on the specific strengths and weaknesses of the students themselves.

In the DP, the ultimate goal of summative assessments particularly is to prepare the students for the final exams; IB criteria specific to such examinations are also used for in-class tests and assignments and are also made available for the students. To award final grades teachers use what the IB refers to as the best fit approach. Indeed, grade descriptors and rubrics are used to make sure that the student's level of attainment is accurately identified; more focus is put on the specific characteristics of each criterion than on the grade itself. For this reason, a teacher can decide to award a grade because its descriptors suitably reflect the student's overall performance, without only taking into account a mere average of the obtained grades.

For more specific information on assessment, please consult the DIS Assessment Policy, on the school website (<https://genoaschool.eu>)

Policy alignment to the Admission Policy

The DIS entry exam is required for students who are accessing the MYP and the DP1 (<https://genoaschool.eu/admissions/>). Students that have special educational needs will take the entry test following specific guidelines upon the recommendation of the school counsellor based on documented special educational needs. Typical compensatory tools and dispensatory measures include more time allowed to take the test itself and the use of a calculator for math. All students are able to take the test on a computer. Furthermore, students with SEN can bring mind maps to the exam, provided these have been checked previously by the teachers. For more specific information on admission, please consult the DIS Admission Policy, on the school website (<https://genoaschool.eu>)



Policy alignment to the Language Policy

The cycle coordinators, the counselor, the SEN referent, and the relevant Class Coordinator are involved in the process of addressing the different learning needs of the students, including those related to language. Teachers develop tools that support the individual language needs of SEN students and consider individual and developmental characteristics, to potentially draw up a PDP. The inclusive arrangements that are granted to students whose relevant linguistic ability is deemed below standard, include extra time during tests, differentiated homework assignments, differentiated studying material, peer support. For more specific information on language, please consult the DIS Language Policy, on the school website (<https://genoaschool.eu>).



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Appendix

Appendix A: IB learner profile

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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