



**NEWTON
COLLEGE**



**ACCESS AND INCLUSION POLICY FOR
LEARNING IN SECONDARY AND
BACCALAUREATE (MYP/DP) 2025-2026**

*Document developed by the School Guidance Team, Programme Coordinators, and
Senior Leadership Team.*

To be reviewed August 2026-2027

Index

-INTRODUCTION...3

-SECTION I: FRAMEWORK AND INSTITUTIONAL PHILOSOPHY...4

-SECTION II: IDENTIFICATION AND CLASSIFICATION OF BARRIERS...6

-SECTION III: EDUCATIONAL RESPONSE AND PRINCIPLE OF COHERENCE..10

-SECTION IV: ACCESS ARRANGEMENTS IN IB ASSESSMENTS...12

-SECTION V: ADMINISTRATIVE MANAGEMENT AND RESOURCES...13

- INSTITUTIONAL COMMITMENT...14

Introduction and attention to diversity:

Newton College, as an authorised International Baccalaureate (IB) World School offering the Middle Years Programme (MYP) and the Diploma Programme (DP), reaffirms its commitment to an inclusive and equitable education that removes barriers to learning and participation. The school understands inclusion as an essential principle rather than an additional process, placing it at the heart of fair and coherent teaching and assessment practices, in alignment with IB standards and the principles of Universal Design for Learning (UDL).

The school community is grounded in the values of the *IB Learner Profile*, fostering each student's agency, autonomy, and sense of belonging in an environment where diversity is regarded as a source of enrichment. This approach aims to ensure that all students feel valued and capable of reaching their full potential, while respecting their different learning paces, interests, abilities, and needs.

Within the framework of this policy, Newton College addresses the diversity of its student body and the various educational needs that may arise. Particular attention is given to students with physical, psychological, sensory, personality or behavioural disabilities, those with high intellectual abilities, and students who, for cultural or linguistic reasons, are not yet proficient in the official languages of the Valencian Community.

To respond to this diversity, the school implements three complementary types of strategies:

- **Inclusion:** ensuring that all students have access to IB programmes and can participate fully in school life.
- **Differentiation:** adapting the written curriculum, teaching methodologies, and assessment systems to respond to individual needs.
- **Compensation:** prioritising the acquisition of the language of instruction when students are not yet familiar with the host language, and providing additional language support classes for these learners.

El Newton College ensures that all decisions regarding teaching, assessment, and support are based on each student's *Usual Way of Working (UWW)*, respecting their natural way of learning and demonstrating their knowledge.

Differentiated planning and access arrangements reflect both the principles and philosophy of the IB and the current Spanish and regional educational regulations, ensuring coherence between the two frameworks.

Taken as a whole, this policy reinforces Newton College's commitment to an international, inclusive, and student-centred education, ensuring that all MYP and DP students are able to demonstrate their learning and achieve academic success on equitable terms.

SECTION I: FRAMEWORK AND INSTITUTIONAL PHILOSOPHY

1. Regulatory reference and principles of inclusion

This policy is based on the Spanish legal framework, both national and regional, that governs attention to diversity, educational inclusion, and the curriculum for Secondary and Baccalaureate education, as well as on the guidelines of the International Baccalaureate Organization (IB) for its MYP and DP programs.

A. National Regulations

- Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education (LOMLOE, consolidated version 2024): Article 71 sets out the definition of students with Specific Educational Support Needs (SEN), including those with special educational needs, specific learning difficulties, and high intellectual abilities or gifted students.

B. Regional Regulations (Valencian Community)

- Decree 104/2018, of 27 July, of the Consell, which develops the principles of equity and inclusion in the Valencian educational system: Serves as the fundamental framework for the detection, identification, evaluation, and intervention related to SEN. Article 11 is cited, referring to the priority application of ordinary inclusion measures.
- Order 20/2019, of 30 April, of the Department of Education, Research, Culture, and Sport, which regulates the organization of the educational response to promote equity in the Valencian educational system: establishes the levels of educational intervention (ordinary, extraordinary, and exceptional).
- RESOLUTION of 23 December 2021, of the Director General of Educational Inclusion, issuing instructions for the detection and identification of *Specific Educational Support Needs* and needs for *compensation of inequalities* [2021/13042]: provides operational guidelines for SEN identification processes.

B. IB Framework

1. Access and Inclusion Policy:

- Establishes the school's commitment to the Universal Design for Learning (UDL) and the provision of access arrangements for IB assessment.
- Ensures that the student's Usual Way of Working (UWW) justifies any requested accommodation.

- **Note:** It is recommended to consult the *IB Access and Inclusion Policy* for guidance on submitting requests for external assessment arrangements.

2. Adverse Circumstances Policy:

- Regulates the procedures to be followed in the event of unforeseen situations or serious, recently arisen circumstances that may temporarily affect a student's ability to complete their assessment.
- **Note:** It is recommended to consult the *IB Access and Inclusion Policy* for guidance on submitting requests for external assessment arrangements.

2. Access and Inclusion Philosophy of the International Baccalaureate

The mission of the IB is to encourage the development of caring, knowledgeable, and inquiring individuals. Access and Inclusion is a core principle of this mission and of the IB's Statement on Diversity and Inclusion.

Fundamental Principles of the Access and Inclusion Policy:

- **Diversity as a Source of Enrichment:** The school regards the diversity of its students—including variations in cognitive processing, language, culture, and physical, social, and emotional abilities—as an asset and an opportunity for pedagogical improvement.
- **Collective Responsibility:** Inclusion is not a delegated function, but a shared responsibility of the entire school community.
- **Focus on the Removal of Barriers:** The IB's approach centres on identifying and mitigating the **barriers** that limit a student's access to the curriculum and assessments, rather than focusing solely on diagnosis.
- **Universal Design for Learning (UDL):** IB teachers are expected to apply UDL strategies as a standard and systematic practice.
- **Coherence and Transparency:** The support provided in the classroom must be systematic, documented, and directly reflected in the Access Arrangements requested for IB internal and external assessments (UWW).

Our commitment is to ensure that every student has an equitable opportunity to demonstrate their knowledge and understanding, in full adherence to the guidelines governing the provision of Access Arrangements.

3. Diversity as a Guiding Principle and Educational Resource

Diversity is a guiding principle of pedagogical practice at Newton College. We understand diversity in a broad sense, encompassing the range of abilities, learning styles, rates of development, cultural backgrounds, and specific needs present within our student body.

Students receiving specific educational support are those who require additional assistance or a modification, whether significant or not, of the curriculum to enable their learning and development within the mainstream group.

We must remain aware that there is a wide continuum of needs and abilities, which includes students with learning and academic performance difficulties, as well as those who are highly able and gifted.

Types of Diversity Addressed:

1. **Cognitive and Processing Barriers:** Includes students with slower or accelerated learning rates, learning disabilities (specific disorders such as dyslexia, dyscalculia, dysgraphia), and those with high intellectual ability.
2. **Linguistic and Cultural Barriers:** Students who are acquiring an additional language (Language Acquisition).
3. **Physical or Sensory Barriers:** Students with motor, visual, or hearing impairments.
4. **Socio-emotional and Mental Health Barriers:** Students with ADHD, Autism Spectrum Disorder, or chronic mental health conditions.

The Role of Inclusion in the IB Programmes:

In the context of the MYP and DP, inclusion involves:

- **Systematic Curriculum Differentiation:** Adapting the ways in which students access, process, construct, and demonstrate their learning through the application of Universal Design for Learning (**UDL**).
- **Assessment Flexibility:** Using a variety of formative and summative assessment methods that enable students to demonstrate their understanding without barriers interfering.
- **Promotion of Identity:** Respecting and celebrating cultural and linguistic differences.

SECTION II: IDENTIFICATION AND CLASSIFICATION OF BARRIERS

4. Students with Specific Educational Support Needs (SEN) and the IB Framework

The term *Specific Educational Support Needs (SEN)*, as defined by Spanish legislation (LOMLOE, Article 73, and Decree 104/2018), refers to students who require educational provision that differs from the standard. This category, among others, includes:

- Students with Specific Learning Difficulties (SpLD).

- Students with Attention Deficit Hyperactivity Disorder (ADHD).
- Students with High Intellectual Ability (ICA)- Individualised Curriculum Adaptation.
- Students requiring support due to personal circumstances or educational history.

The identification of a student with specific educational needs may occur either within the family context or at school. In the first instance, it is the family who recognises that their child displays certain characteristics which may indicate the presence of educational needs.

Alignment with the IB Framework: A Focus on Identifying Barriers

The Guidance Department and the SEN Team at Newton College use this broad legal framework for formal identification and assessment; however, they interpret these needs through the IB lens, focusing on the **Access and Inclusion Barriers** experienced by the student.

The aim is to move from a diagnosis-based perspective (SEN) to an accessibility-based approach (IB), identifying the obstacles within the environment, curriculum, or assessment that need to be reduced or removed.

The identification of these barriers forms the basis for:

1. The design of the **Individual Intervention Plan (IIP)** or **Educational Support Plan**, and the corresponding differentiation strategies implemented in the classroom.
2. The rigorous justification of the **Access Arrangements** requested from

the IB.

5. IB Classification of Access Barriers and Inclusion

To ensure comprehensive coverage, the school adopts the IB's classification framework based on Primary Barriers.

5.1. Primary Barriers

Barrier Category	Impact on Learning and Relevance within the IB
Additional Language (AL)	Difficulty accessing academic content in a language other than the student's mother tongue.
Processing	Slow processing speed, deficits in executive functioning or attention. Basis for requesting additional time.

Reading	Reading disability (Dyslexia), difficulties in decoding or reading fluency. Justifies the use of a reader or alternative font.
Writing	Writing disability (Dysgraphia/Dysorthography) or difficulties in written expression and transcription. Justifies the use of a word processor or scribe.
Mental Health and Attention	Conditions such as ADHD or chronic anxiety. Justifies the use of a separate room and supervised breaks.
Motor Skills	Fine or gross motor difficulties. Affects handwriting or the use of devices.
Vision and Hearing	Total or partial sensory impairment. Requires alternative examination formats.
Social Communication	Autism Spectrum Disorders. Impact on social interaction and understanding of instructions.

6. Detection, Identification, and Standardised Psychoeducational Assessment

The process of detecting, identifying, and assessing access barriers is systematic and rigorous.

6.1. Stages of the Process

Stage	Description and Responsibility
1. Detection	Teachers/Tutor: Systematic classroom observation of inconsistent performance or persistent difficulties. Alerts the SEN Coordinator.
2. Information gathering	School Psychologist/Counsellor: Review of academic records, external clinical reports, and interviews with the family and teaching staff.
3. Standardised Psychoeducational Assessment	School Psychologist/Counsellor: Administration of standardised tests (e.g., WISC-V, CARAS-R, etc.) to measure the identified barrier areas (processing speed, decoding).

4. Identification and Documentation	Issuance of the formal psychoeducational report, identifying the student's Primary IB Barrier , the functional impact , and the recommended support measures based on the UWW .
5. Intervention and Monitoring	Teaching and Guidance Team: Implementation of the Individual Intervention Plan (PII) and ongoing monitoring of progress.

Within the section on pupil assessment, the following areas will be included:

-Level of curricular competence:

Degree of understanding of the objectives and content in the different curriculum areas for a given key stage or year group.

Breadth and depth of conceptual and procedural knowledge in any specific area. Ability to pose and solve problems.

Types of goals the pupil pursues, both within and beyond the school curriculum.

- Capabilities and Skills:

Current cognitive development.

Specific aptitudes.

Current emotional and social development.

-Pupil learning style:

Manner and pace of learning.

Conditions under which the pupil learns better or worse, and the types of support required.

Types of tasks in which the pupil succeeds and those in which they do not.

Materials with which the pupil works more or less effectively.

-Attitudes towards learning:

Areas or aspects in which the pupil shows interest and those in which they appear passive.

Situations in which the pupil feels more comfortable and works better, and those in which they feel frustration.

Aspects that most motivate and engage the pupil.

Perseverance and responsibility in completing tasks.

-Interaction with others

Relationships with teachers and with classmates.

With their family and the level of support available.

SECTION III: EDUCATIONAL RESPONSE AND PRINCIPLE OF COHERENCE

8. Ordinary and Extraordinary Measures for Attention to Diversity

Measures are applied progressively, always seeking the greatest possible inclusion within the mainstream group, and in accordance with the regional **Order 20/2019**.

8.1. Ordinary Measures: Universal Design for Learning (UDL)

These are standard teaching practices that do not require a formal Individualised Intervention Plan (IIP). They are based on the implementation of UDL: adaptation of tasks, explicit instructions, and the use of visual and graphic support.

8.2. Extraordinary Measures: Individual Intervention Plan (IIP) These following the formal identification of a significant Access Barrier (SEN).

- **Individual Intervention Plan (IIP):** A formal document detailing the objectives, methodological strategies, and assessment procedures to be applied systematically.
- **Inclusive Access Arrangements (UWW):** Uniform application of recommended access adjustments (e.g., extra time) in both internal assessments and daily work.
- **Individualised Curriculum Adaptation (ICA):**
 - **Non-significant ICA:** Adaptation of non-essential curriculum elements (methodology, timing, assessment).
 - **Significant ICA (LOMLOE, Art. 74):** Modification of objectives, content, and assessment criteria. Only for pupils with **Special Educational Needs (SEN)**. This measure is exceptional, particularly in the National Baccalaureate, where the goal is the award of a qualification.

9. Principle of the Usual Way of Working (UWW)

The UWW principle is a mandatory requirement of the IB and the fundamental basis for justifying Access Arrangements in external assessments.

Note: It is recommended to consult the *IB Access and Inclusion Guide* when submitting requests for external assessment arrangements.

9.1. IB Definition and Requirements

The UWW is the **consistent, optimal and documented** support that a student with Access Barriers receives systematically throughout the course of study.

The IB requires that requests for Access Arrangements be based on:

1. **Standardised Psychopedagogical Evidence:** Professional diagnosis and documentation regarding the Barrier.
2. **Educational Evidence (UWW):** Reliable proof that the requested Access Arrangement has been provided effectively and consistently.

Note: It is recommended to consult the *IB Access and Inclusion Guide* when submitting requests for external assessment arrangements.

9.2. Implications for Documentation: Teachers, guided by the IB Coordinator, must document the use of the UWW, including records of usage, functional impact, and consistency of the level of support.

10. Pedagogical Differentiation in the Classroom: Implementation of UDL

Teachers in the PYP and DP must integrate differentiation through Universal Design for Learning (UDL).

10.1. IB-Specific Differentiation Strategies

Area of Differentiation	Key Strategies (UDL)	Primary Barriers Addressed
Access to Content (Representation)	Scaffolding; multiple presentation formats; advanced organisers.	Additional language, reading, processing.

Process (Action and Expression)	Flexible grouping; differentiated time for class tasks (UWW); support with Approaches to Learning (ATL).	Processing, mental health, and attention.
Product (Engagement)	Flexible options to demonstrate learning (oral, written, models); adapted rubrics.	Reading, writing, motor skills.

SECTION IV: ACCESS ARRANGEMENTS IN IB ASSESSMENTS

11. Access Arrangements not requiring prior approval

The school will implement the following Access Arrangements for its internal and external assessments without requiring prior IB approval, provided they are documented in the student's UWW or there is clear justification for their use.

Note: It is recommended to consult the *IB Access and Inclusion Guide* when submitting requests for external assessment arrangements.

12. Access Arrangements Requiring Explicit IB Approval

These arrangements alter the conditions of assessment and must be requested from and approved by the IB, supported by the Psychopedagogical Report and evidence from the student's **UWW**.

For example, a request for **Additional Time (10%, 25%, or 50%)** is primarily justified by evidence of a significant deficit, measured through standardised tests, in the **Processing Speed Index (PSI)** or the **Working Memory Index (WMI)**. The percentage must be consistent with the Individual Intervention Plan (UWW).

Note: It is recommended to consult the *IB Access and Inclusion Guide* when submitting requests for external assessment arrangements.

Some examples of these measures to be implemented include:

Access Arrangement (IB approval required)	Primary Barrier Addressed and Justification Criterion
Additional Time (10%, 25% or 50%)	Processing/Attention: Standardised deficit in processing speed or working memory. Consistent use documented in the UWW.
Designated Reader (Humano)	Reading (Severe Dyslexia): When the barrier prevents <i>access</i> to the exam content.

Designated Scribe	Motor/Writing Skills (Severe Dysgraphia): Motor barrier that prevents legible writing. The scribe only transcribes.
Audio Recorder / Oral Response Device	Writing / Motor Skills: For students who articulate iSpLDs more effectively orally.
Alternative Exam Format	Vision / Reading: Braille, large print (18 pt or larger), coloured paper, or high-contrast print.

SECTION V: ADMINISTRATIVE MANAGEMENT AND RESOURCES

15. Protocol for Management, Documentation, and Submission Deadlines

The SEN Coordinator acts as the key liaison with the IB.

1. **Review and Validation:** Analyse the Psychopedagogical Report and UWW evidence to determine eligibility.
2. **Preparation of the Request:** Submit the formal request to the IB, ensuring alignment with the UWW.
3. **Internal Communication:** Inform teaching staff about the approved Access Arrangements.
4. **Secure Storage:** Maintain a secure record of all documentation.

16. Human Resources, Specific Training, and Support Materials

The school ensures the availability and ongoing training of its human and material resources.

- **Guidance and SEN Team:** Leads the implementation of the policy, psychopedagogical assessment, and the management of Access Arrangements and UWW.
- **Teaching Staff:** Key agents in implementing differentiation (UDL).
- **Technological Resources:** Computers, tablets, and accessibility software.

The school is committed to providing **IB-specific training** in Access, Inclusion, and UDL for all teaching staff in the PYP and DP programmes.

17. Confidentiality and Data Protection

The processing of **health and educational data** contained in clinical and psychopedagogical reports is considered **sensitive** and requires the highest security guarantees.

- **Legal Framework:** Newton College ensures strict compliance with the EU **General Data Protection Regulation (GDPR)** and the **Spanish Organic Law on Personal Data Protection and Guarantee of Digital Rights (LOPDGDD)**.
- **Restricted Access:** Only essential personnel (Guidance Team, SEN Coordination, and Programme Coordination) will have access to full reports containing **clinical identifiers (e.g., Dyslexia, ADHD)**.
- **Minimisation Principle:** Classroom teachers will only receive the Individual Intervention Plan (IIP) with the relevant pedagogical and assessment guidelines (the need for adjustments), without access to the underlying clinical diagnosis.
- **Purpose:** Data are used *solely* for the identification of barriers, justification of Access Arrangements to the IB, and planning the educational response.

INSTITUTIONAL COMMITMENT

Newton College, as a school committed to the principles of the International Baccalaureate and educational excellence, regards this **Access and Inclusion Policy** not merely as an administrative requirement but as a fundamental statement of our values.

The rigorous implementation of this policy ensures coherence between the mandates of Spanish legislation (LOMLOE and regional regulations of the Valencian Community, such as Decree 104/2018 and Order 20/2019) and the IB's global standards, particularly through **Universal Design for Learning (UDL)** and the documented application of the **Usual Way of Working (UWW)**.

Our commitment is twofold:

1. **Removing Barriers:** Transform the learning environment so that the identification of an Access Barrier becomes an opportunity for differentiation rather than an obstacle.
2. **Ensuring Equity:** Guarantee that every student has an equitable opportunity to demonstrate their full potential, both in internal assessments and in PYP and DP external examinations.

This policy is dynamic. It requires ongoing review and continuous training of all staff to maintain relevance, transparency, and fairness in our educational response.

“Inclusion is the path to excellence for all.”