Inclusive access arrangements: Decision pathway

A student enrols in an IB programme. Does the student have previously identified challenges?

- **YES**
  - What are the student’s strengths and challenges?
  - What barriers need to be removed during teaching and learning?
  - What access arrangements have been tried? Evaluate their success.

- **NO** but challenges have been observed recently (at school or at home).
  - What current information can be gathered about student’s difficulties (e.g., from observations in classroom)?
  - Can past information be collected (e.g., from previous teachers, parents, student)?
  - Should the student be referred for psychological/medical assessment?

Identify appropriate and optimal access arrangements (in line with IB policy).

Trial implementation during teaching and learning.

Are the access arrangements supportive and optimal?

- **YES**
  - Learning plan to be written (e.g., IEP or 504 plan).
  - Implementation during teaching and learning.
  - Monitor and review.

- **NO**
  - Are the access arrangements supportive and optimal?

Confirm implementation during teaching and learning.

Implementation for IB Summative assessment (submit request in line with IB policy).*

Candidate reaches end of IB programme.

Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student’s IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

*does not apply to PYP.