



Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL



WEMBLEY HIGH
TECHNOLOGY COLLEGE

INCLUSION POLICY

Wembley High Technology College (WHTC)

International Baccalaureate Diploma Programme (IBDP)

Policy reference	WHTC/IB-4
Policy owner	Headteacher
Policy version	0.01
Date updated	March 2026
Approved by	BoT
Date approved	July 2026
Date of next review	July 2027

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MISSION STATEMENT

Our mission is to deliver **‘Achievement for All’, one child at a time**. We do this by creating a dynamic and inclusive learning environment where every student is empowered to achieve the grades that unlock the doors of opportunity. Driven by our core values of **hard work, ambition, resilience, empowerment, diversity, and helping others**, we believe that academic excellence is the golden ticket to success. We are committed to equipping our students with the skills, knowledge, and love of learning that they need to excel, ensuring they have the confidence and capability to shape a better world. Through perseverance and collaboration, our students will not only achieve their personal goals but also become compassionate leaders who inspire positive change.

1. Introduction

WHTC is committed to providing an inclusive learning environment that ensures all students, regardless of their backgrounds, abilities, or learning needs, are fully supported. Our inclusion policy aims to ensure that all students, including those with additional educational needs and disabilities, receive the support and access required to enable them to participate fully in school life.

This policy outlines how we will support IBDP students who require additional help to access the curriculum, including those with specific learning challenges, physical or sensory disabilities, or psychological/medical conditions. Our goal is to promote equity, foster a sense of belonging, and remove any barriers to learning that may hinder student success.

2. Aims and Objectives

- To foster an inclusive learning environment where every student is supported and able to engage fully with the curriculum.
- To provide students with additional learning needs, disabilities, or challenges with tailored support that helps them to achieve academic success.
- To ensure that all students are given the opportunity to demonstrate their abilities and achieve their potential in assessments, with necessary access arrangements as required.
- To promote a culture of respect, inclusivity, and understanding, ensuring all students feel valued and part of the school community.

3. Access Arrangements for Learning, Teaching, and Assessments

At WHTC, we provide tailored access arrangements to ensure that all students have equal opportunities to succeed in their learning and assessments. Access arrangements are implemented to meet the needs of students with learning disabilities, sensory or physical disabilities, and other challenges that may impact their ability to engage with assessments or learning in the same way as their peers.

Examples of Access Arrangements include, but are not limited to:

- Extra time in exams
- Modified exam papers
- Use of assistive technology
- Readers or scribes to assist students in reading exam questions or writing responses during assessments.

These arrangements will be reviewed each year to ensure they continue to meet students' evolving needs.

4. Identifying Additional Learning Needs

Teacher Responsibilities:

If teachers suspect that a student may have additional learning needs, they are encouraged to complete an **Access Arrangements Assessment Request Form** detailing their observations. This form is submitted to the **SEND Team**, who will then conduct initial assessments to determine whether further support is required.

The Process:

1. **Initial Concern:** Teachers submit a concern form to the SEND team.
2. **Parental Consultation:** The school will consult with parents/carers at the outset to gather any relevant information.
3. **Testing and Evaluation:** The SEND team will conduct initial informal assessments with the student.
4. **External Testing:** If necessary, the school will arrange formal testing with an external specialist to assess the student's needs and identify appropriate access arrangements.
5. **Access Arrangement Confirmation:** Once the student's needs are clearly identified, the appropriate access arrangements will be implemented.

This process ensures that students who require additional support are identified and provided with the necessary accommodations to ensure they can engage fully in the learning process.

5. Support for Students with EHCPs (Education, Health and Care Plans)

For students with **EHCPs**, WHTC ensures that there is a structured and individualized approach to supporting their learning, development, and success in the IB Diploma Programme.

Key Support Processes:

- **Half-Termly Meetings:** Students with EHCPs will have half-termly meetings between the **SENDCO (Special Educational Needs Coordinator)** and the **Diploma Programme (DP) Coordinator** to discuss emerging strengths, areas for development, and additional support needs.
- **Annual Review:** An Annual Review will take place with the SENDCO, DP Coordinator, the student, and their parents/carers. The student's voice will be captured in these meetings, ensuring that their views and preferences are taken into consideration in the support provided.
- **Pupil Passport:** Following these meetings, the SEND team will develop a **Pupil Passport** for the student. This document will outline specific teaching strategies, accommodations, and interventions that the student will benefit from.
- **Teaching Strategies:** The Pupil Passport will include practical teaching strategies that will be implemented in the classroom. Teachers will receive regular support and professional development to help them effectively implement these strategies.
- **Lesson Observations:** Regular lesson observations will take place to ensure the strategies outlined in the Pupil Passport are being applied effectively. These observations will help triangulate the support being provided, ensuring it is aligned with the student's needs and goals.
- **In-Class and Out-of-Class Support:** Additional support, whether in the form of a teaching assistant, modified resources, or assistive technologies, will be provided based on the specific requirements outlined in the student's EHCP.

This multi-faceted approach ensures that students with EHCPs are fully supported throughout their studies and that their individual learning needs are met both inside and outside the classroom.

6. Roles and Responsibilities

Responsibilities of Parents:

- Disclose any previous formal educational-psychological evaluations during the student's admission to the school.
- Provide updated documentation when necessary, particularly if the student's learning needs change.
- Actively participate in the development and review of the student's learning plans and access arrangements.
- Support the student at home, creating a conducive learning environment.
- Provide relevant documentation to support requests for inclusive access arrangements.

Responsibilities of Students:

- Express any learning needs to teachers and the SEND team.
- Engage proactively with learning plans and strategies designed to support them.
- Participate fully in classroom activities and make use of available support.
- Reflect on their own learning progress and effectiveness of the strategies used.

Responsibilities of Teachers:

- Identify students who may require additional support and document their concerns.
- Support the SEND team in assessing students' needs and implementing access arrangements.
- Work collaboratively with the DP Coordinator and other staff to ensure that accommodations are in place.
- Ensure that all students are engaged with learning activities in a way that is suitable for their individual needs.
- Adhere to clear guidelines on supporting students with additional learning needs and follow up with appropriate actions.

7. Access to IB Assessment

WHTC follows the **IB Access and Inclusion Policy (IBO, 2022)**, which provides a framework for ensuring that students with additional learning needs or disabilities can access IB assessments on an equal footing.

Requesting Access Arrangements for IB Assessments:

- The school will submit all requests for access arrangements to the IB, ensuring that these arrangements reflect the student's usual ways of working and are in line with IB guidelines.
- Parents and students must give written consent before any access arrangements are submitted to the IB.
- Requests for accommodations that are outside the standard arrangements (e.g., extra time, modified papers) will only be made in exceptional cases and must be approved by the IB.

8. School Responsibilities

The school has the following responsibilities:

- To assess and meet the learning needs of all students.
- To ensure that students' subject choices align with their needs, abilities, and support requirements.
- To provide all necessary resources, including assistive technologies, to support students in accessing learning and assessments.
- To ensure that any access arrangements requested are carefully planned, individualized, and implemented well in advance of assessments.
- To ensure that all information regarding a student's learning needs remains confidential and is not disclosed to external parties without consent.

9. Grading and Evaluation of Access Arrangements

The grading system at WHTC is aligned with the **IB grading rubrics**. Access arrangements do not affect the grading scale but are in place to ensure that students can demonstrate their abilities in assessments.

Internal assessments, which are used to monitor progress throughout the year, are graded according to IB standards and submitted to the IB for final moderation. These assessments provide vital feedback to students, helping them prepare for the final IB exams.

10. Inclusive Assessment Weeks

Assessment Weeks are an essential part of preparing students for their final IB exams. They are designed to provide students with an opportunity to experience the full exam conditions and to receive feedback on their progress.

- **Year 12:** Assessment Weeks are held in January and June.
- **Year 13:** Assessment Weeks take place in November and January.

These mock assessments will replicate the final IB exam conditions as closely as possible and help students refine their exam skills. Students with specific access arrangements will have these in place during Assessment Weeks to ensure that they are fully prepared for the terminal exams.

11. Types of Access Arrangements for IB Assessments

The following access arrangements are available for IB assessments:

- **Extra Time:** Students may be granted up to 50% additional time for assessments, depending on their needs.
- **Assistive Technology:** Students may be provided with assistive tools, such as speech-to-text software or screen readers, as needed during assessments.
- **Reader or Scribe:** For students who struggle to read or write independently due to a disability, a reader or scribe may be assigned to assist them in the exam room.

These accommodations will be applied according to the specific needs of each student, ensuring that they are able to complete assessments fairly and to the best of their abilities.

12. Monitoring and Reviewing Access Arrangements

All access arrangements are subject to ongoing evaluation and review to ensure they continue to meet the needs of students. Teachers and the SEND team will work closely to monitor the effectiveness of the arrangements and make adjustments as necessary. Reviews will take place at least every year, and any changes to a student's needs will be reflected in their access arrangements.

CONCLUSION

At WHTC, we are committed to providing all students with an inclusive and supportive learning environment. Through careful planning, regular monitoring, and collaboration with students, parents, and teachers, we will ensure that students with additional