

Rahn Schulen Kairo

IB World School

IBDP

Access and Inclusion Policy

Last reviewed: 16 April 2026

Next review: 15 April 2027

Approved by: School Leadership & IB Coordination Team

Philosophy:

All children are equal in their right to learn to unlock their personal potential.

RSK believes in the positive impact of integrating learners with special needs into the academic community and values their contribution to the school environment.

Inclusion is defined as an ongoing process of increasing access, participation, and learning success for all students. It involves identifying and removing barriers in curriculum, teaching, assessment, and the learning environment. Inclusion is not a separate programme but a shared responsibility embedded in all teaching and learning practices.

Rahn Schulen Kairo promotes the IB Learner Profile by developing caring, open-minded, and principled students who respect diversity and actively support inclusive practices within the learning community.

Due to the architectural construction of the school building and the lack of elevators and ramps, RSK, following the International law of inclusive education, accepts students not only with emotional difficulties, but also with speech difficulties, visual or audio weaknesses, chronic diseases and partial impaired mobility that do not hinder them from relying on themselves in the movement.

The school is committed to continuously improving accessibility within its physical environment and aims to remove structural barriers where possible in alignment with inclusive education principles.

Rahn Schulen Kairo recognizes that learner diversity is a strength that enriches the school community. The school is committed to promoting equity and inclusion by identifying and removing barriers to learning and participation. Support planning is based on students' strengths, interests, aspirations, and individual learning needs.

Purpose of the Policy

This policy outlines how the school:

- Identifies and supports diverse learning needs
- Ensures equitable access to the curriculum
- Implements reasonable adjustments and access arrangements for assessment
- Promotes wellbeing and participation
- Complies with IB expectations for inclusive education

Rahn Schulen Kairo aims to:

- Create a welcoming environment for each student
- Support students in overcoming barriers to learning
- Provide access to appropriate curriculum and learning environments
- Support academic, social, and emotional success

The school recognizes that barriers may arise from curriculum design, teaching approaches, assessment methods, language, or the environment, and actively works to remove these barriers.

Access and Inclusion

Inclusion is an ongoing process that aims to increase access, participation, engagement, and achievement for all learners.

Rahn Schulen Kairo recognizes that students may experience barriers to learning due to learning differences, disabilities, medical conditions, emotional or psychological needs, language backgrounds, or temporary circumstances. The school works collaboratively to remove these barriers whenever possible.

Admission policy¹

Students registering at Rahn Schulen Kairo must present an evaluation from a qualified specialist when applicable.

Students diagnosed with or suspected of learning diversity are evaluated to determine eligibility for support services.

All documentation regarding student identification, assessment, and provision is securely stored and accessed only by authorized personnel.

Support needs are monitored continuously and reviewed regularly.

Admissions decisions are guided by the school's ability to provide appropriate support. When a student's needs exceed the school's capacity, this is communicated transparently to families.

Admissions are conducted in a fair and non-discriminatory manner, ensuring respect for diversity while balancing the school's capacity to meet individual learning needs.

Individual Learning Plans

Where appropriate, students with identified support needs will have an Individual Learning Plan. This documents the student's strengths, learning needs, support strategies, accommodations, and agreed actions. The plans are reviewed regularly in collaboration with teachers, parents, specialists, and the student when appropriate.

Supporting students through:

- Providing a welcoming and safe class environment.
- Separate Tutoring like Online courses for example Pamoja (this service may be subjected to extra charges).
- Students can finish the DP subjects in more than one year by requesting split courses in certain cases only & according to the regulations of the IBO.
- School clinic with a school doctor is offered to follow up student with chronic diseases (heart diseases, asthma, diabetes....)

¹ A separate, standalone Admissions Policy exists and should be read alongside this document — see [Admission Policy].

- Learning Support Assistants (LSAs) may support individual students in the classroom when recommended through professional assessment and agreed upon by the school and parents.
(extra fees may apply, and the addendum to the student contract is signed by the parents)
- School offers a health and safe environment for special needs student.
- School creates a positive attitude towards SN students.
- Giving teachers, parents professional advises and guidance on matters relating to special education.
- Regular review meetings involving students, parents, and teachers.

School's Responsibilities for (SN):

- Raise staff awareness on the needs of SN.
- Inform Staff of the SN local laws and regulation received from the Ministry of education, international law and follow all updates concerning these laws.
- Promote student agency in decision-making regarding support measures.
- The school offers professional development for staff in differentiation strategies and IB access and inclusion policies.

Parents' Responsibilities:

- Rahn Schulen Kairo believes that the best result comes when involving the SN parents and obtain collaborative work with them which achieve a positive role in their child's education.
- Parents will receive knowledge of their child's right and duties within school policy and will be updated with information, advice, and support.
- Transparency from both sides School and parents is a must regarding all documents about their child's special educational needs.
- Informing the school about any changes regarding those needs is essential.
- The Progress and development of the student is a shared responsibility between all parties.

Students' Responsibilities

Students' views are always welcomed, in order to participate in decision making. Students are encouraged with an adult support to:

- Express their views, needs, goals, and aspirations;
- Participate in decisions regarding their learning and support;
- Indicate choices.

Assessments for Students with needs:

To support diverse learning needs, we provide the following accommodations when appropriate and documented:

- **Extra time on exams** – typically 25% additional time, with further extensions granted according to the individual case, the doctor's recommendations, and the submitted medical reports.
- **Modified exam papers** – available in A3 format or larger font, according to the individual case, the doctor's recommendations, and the submitted medical reports.
- **Flexible deadlines** – extensions for coursework, projects, or internal assessments when required.
- **Adjusted teaching methods** – including differentiated instruction, scaffolding, and alternative materials to support varied learning styles.
- Providing a quiet room void of distractions.

These measures are designed to remove barriers to learning and ensure that all students can demonstrate their knowledge and skills in a fair and supportive environment.

- In case of requesting an assessment modification, the IB coordinator is responsible for submitting all needed documentation on IBIS to provide support for program completion.
- The school provides special assessment conditions and adjusted teaching methods for students with additional needs across all grade levels. From grade 11 onward (DP1 and DP2), these school-based accommodations continue and are formalized through the IB's official access arrangements process, which requires documentation to be submitted via IBIS. Support does not decrease at grade 11 — rather, an additional, externally validated layer of accommodation becomes available through the IB.
- In case of student disability to attend an assessment, for illness or special circumstances, alternative arrangement will be offered based on the case.

Students who need special arrangement for the IB exams must submit their request 6 months before attending the exams. The school ensures that students with documented learning needs are provided with access arrangements in line with IB regulations to ensure fair assessment opportunities without compromising the integrity of the assessment.

- Additional time
 - Assistive technology
 - Separate room arrangements
 - Alternative presentation formats
- All access arrangements are evidence-based, regularly reviewed, and aligned with IB authorization guidelines.

Review of Support Arrangements

Support arrangements and accommodations are reviewed regularly to ensure they remain appropriate and effective.

Support arrangements are reviewed regularly based on:

- Student performance
- Teacher feedback
- Parent input
- Specialist recommendations
- Student voice

Any request regarding the above cases must be submitted by the IB coordinator.

Academic Integrity

All access arrangements and accommodations are designed to provide equitable access while maintaining the validity of assessments and preserving academic integrity.

Roles and Responsibilities

Role	Responsibilities
School Leadership	- Ensure resources, policy implementation and inclusion culture - Monitor the effectiveness of inclusion practices and ensure continuous improvement.
IB Coordinator	Manage IB access arrangements and compliance

Role	Responsibilities
Teachers	Planning differentiated learning experiences and identifying students who may require additional support
Social Worker/Counsellor	Monitor wellbeing and coordinate support
Parents	Provide documentation and collaborate with school
Students	Participate actively in support planning

Monitoring and Evaluation

The effectiveness of inclusion practices is evaluated through:

- Student achievement data
- Feedback from teachers, parents, and students
- Review of individual learning plans
- IB assessment outcomes

Relationship with Other School Policies

This policy should be read alongside:

- Admissions Policy
- Assessment Policy
- Academic Integrity Policy
- Language Policy

This policy is aligned with the IB Programme Standards and Practices, particularly those related to learning diversity, inclusion, assessment fairness, and access to education.

Policy Review

This policy is reviewed annually and updated based on IB requirements and school development priorities.