

INCLUSION POLICY

1349 IB School

revised & updated, September 2024

Valuing diversity and respecting individual needs and learning differences are the core features of the IB programme. Inclusion is a process aiming to increase every student's access and engagement in learning in order to allow them to reach their full potential intellectually, emotionally and socially. This is achieved through identifying and removing barriers. Promoting tolerance and challenging discrimination and stereotypes regarding race, gender, age or disability creates an atmosphere in which every student can feel secure and accepted.

Providing an effective learning environment with diversified classroom practices and approaches so as to incorporate a variety of learning styles and personalities, as well as assessing students fairly with regard to their particular abilities are also essential elements of the process. As stated in the IB Access and Inclusion Policy 2018 "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment".

Our school aims at providing students with the best opportunity to realize their full learning potential across the spectrum of individual learning abilities. Identifying the short- and long-term needs of individual students and supporting them appropriately, fairly, and effectively with the resources available, in accordance with the IB policy, is the role of the teaching staff and psychological-pedagogical assistants.

For more information visit www.ibo.org

Long- and short-term learning support requirements might be due to one or more of the following:

- Autism spectrum disorders,
- Learning disabilities,
- Medical conditions,
- Multiple disabilities,
- Mental health issues,
- Physical and/or sensory challenges,
- Social, emotional and behavioral difficulties,
- Specific learning difficulties,
- Speech and/or communication difficulties.

In response to the above challenges, in accordance with the IB Access and Inclusion policy, for students eligible, our school can provide access to:

- modified exam papers – size of font, coloured paper,
- additional time,
- information and communication technologies - word processor with spell checker,
- calculators, practical assistance and alternative venues,
- extensions to deadlines,
- exemptions from assessment,
- access to speech and communication,
- assistance with practical work.



The extent of the problem in our school

The percentage of students with individual learning needs in our school is generally low. The learning support requirements have included specific learning difficulties, communication disorders, emotional and behavioral difficulties, physical, medical and mental health problems. The problems are usually connected with dyslexia, dysgraphia, communication challenges, emotional and psychological conditions (depression), eating disorders, challenges connected with learning, allergies, heart diseases, and autism spectrum disorders, and are handled on an individual basis.

We have easy access to information and communication technologies, teaching materials, tools such as calculators, as well as to practical assistance.

The implementation of the inclusion policy is coordinated by:

- the head of school - all requests for special arrangements submitted by a coordinator must have the support of the head of school
- the coordinator - they consider whether suitable arrangements, for both teaching and assessment, can be made for a student and consult all the teachers concerned at an early stage in a candidate's study of the Diploma Programme. If special arrangements are requested, the coordinator must ensure that the candidate is familiar with those arrangements, and if not, is familiarised with them.
- teachers - they advise the candidate on the choice of subjects, which often requires careful consideration
- parents - both the candidate and their parent(s) or guardian(s) are expected to co-operate and assist the school in implementing the inclusion policy
- the school administration staff - they are responsible for making all the arrangements for approving and appointing a scribe, reader, prompter, practical assistant or communicator. Also, the school administration ensures that all equipment authorized for a candidate with special assessment needs functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).

- the school counsellor and psychologist

A detailed report on the nature of the condition is usually not required (a note or certificate from a medical practitioner or documentation on long-term disability are sufficient).

The process of implementing access and inclusion provisions:

- recognizing the factors that affect the learning process in students with individual needs,
- recognizing special educational needs,
- differentiating and matching teaching approaches / techniques to individual students,
- using technology to alleviate problems and remove barriers in learning.

The tasks of the teachers:

The access and inclusion policy applies to candidates affected by a temporary, long-term, or permanent disability or illness, including candidates with learning difficulties. Understanding the importance of identifying the needs, strengths and weaknesses of each student can only be possible if the staff have the knowledge and training. In order to improve these, teachers:

- undergo special training concerning common problems among the youth: learning and communication challenges, emotional and psychological conditions (depression, suicide, eating disorders), physical and sensory challenges, and training how to motivate young people to learn,
- consult parents of students with individual educational needs (collaboration between school and home),
- participate in the organization of psychological-pedagogical help,
- liaise with the school psychologist and counsellor and analyze background information about each student: their previous academic performance, opinions of specialists about special difficulties and needs, documents describing any interventions.

Strategies employed by teachers with the aim of addressing individual needs include:

- providing one-to-one classes if necessary,
- allowing extra time to complete tasks in class,



- extending deadlines,
- assisting students during practical work,
- coordinating peer support,
- providing access to spell checkers.

The tasks of the team:

- plan and coordinate psychological-pedagogical help for student and describe the range and recommended forms of help for a student,
- describe forms of help for students' parents,
- describe the range of cooperation with family counseling centre, teacher training centre, non-government organizations supporting family, children and youth,
- create a student's individual needs chart and refer to it,
- meet when necessary,
- evaluate the effectiveness of psychological-pedagogical care especially the undertaken activities,
- carry out periodical multi-specialized assessment of the level of student functioning in society,
- carry out assessment of effectiveness of the activities prescribed before completing them,
- undertake intervention or mediation if necessary,
- undertake tasks connected with vocational counseling.

Stages of organization of psychological- pedagogical help at school

1. The head of school receives information about the need for psychological-pedagogical care for a student.
2. The head of school establishes the psychological-pedagogical team.
3. The head of school appoints a team coordinator.
4. Meetings of the team are convened by the coordinator when necessary.
5. The head of school informs parents about meetings and invites specialists.
6. The team establishes the range of help.



7. On the basis of team recommendations, the head of school decides on the number of hours, forms and duration of help for a student.
8. The head of school informs the parents or adult students in writing about the decisions taken regarding the way, forms and duration of help.
9. Teachers adapt educational requirements from the core syllabus to the student's individual needs; methods of work are also determined.
10. The team assesses the effectiveness of psychological-pedagogical assistance and identifies proposals and recommendations.
11. The team carries out periodical multi-specialized assessment of the student's performance taking into consideration the effectiveness of psychological-pedagogical assistance and, if necessary, modifies it.
12. The conditions of conducting internal and external examinations are adjusted to the student's individual psychophysical and educational needs – such adjustment follows the opinion of the Teachers Council.

Procedure for DP candidates with assessment access requirements available for the DP examinations:

- a student with special educational needs is required to inform the school psychologist about his/her disabilities by submitting a certificate from a medical practitioner (documentation of long-term disability) at least 18 months before the DP examinations,
- the document is further presented to the head of school and a form teacher,
- the head of school establishes psychological-pedagogical team (see above: Stages of organization of psychological-pedagogical help at school),
- parents are informed of the special exam arrangements the school provides (if requested) during individual meetings with a psychologist and/or parent-teacher meetings,
- before the examinations, the coordinator applies to the IB for the special requirements on behalf of the student, ensuring suitable access conditions (e.g. access to modified papers,



additional equipment like information and communication technologies - word processor with spell checker).

Information about the inclusion and access policy:

Parents, teachers and students are informed about the policy during introductory meetings in September. The information is also available on the school website.