

# INCLUSION SCHOOL'S POLICY



IB WORLD SCHOOL 002094



Updated 2024

## **IB LEARNER PROFILE**

The aim of the IB programmes is to develop internationally minded people who, recognizing their common humanity and more shared guardianship of the planet, help to create a better and more peaceful world.

### **As IB learners we strive to be:**

**INQUIRERS** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**KNOWLEDGEABLE** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**THINKERS** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**COMMUNICATORS** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**PRINCIPLED** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**OPEN-MINDED** They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**CARING** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**RISK- TAKERS** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**BALANCED** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**REFLECTIVE** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **IB MISSION STATEMENT**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **SCHOOL MISSION STATEMENT**

At our school, we prepare students for an active life in the modern world by developing independence, entrepreneurship and a sense of responsibility for their own future and to plan and pursue their own educational and professional path.

We implement the school's mission by:

- 1) developing students' intellectual predispositions, talents and interests,
- 2) taking care of the comprehensive intellectual development and personality of students,
- 3) developing creative and abstract thinking,
- 4) developing the ability to understand phenomena taking place in the modern world and their modern interpretation while maintaining national tradition,
- 5) enabling students to work within international scientific programs,
- 6) developing foreign language skills at various levels,
- 7) using modern methods of communication,
- 8) ensuring safety and a friendly working atmosphere,

9) creating conditions for acquiring broad general knowledge and detailed information and skills enabling the student to continue education in the field chosen by the student.

I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie supports the IB philosophy that “all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.” Therefore, our school offers a variety of accommodations for students found eligible to receive services. These individual needs may include but are not limited to specific learning disabilities, communication and speech difficulties, social, emotional, psychological/mental and behavioural difficulties, physical challenges, medical challenges or multiple disabilities. The identification of students who are eligible for special services is a planned process. Evaluations are completed by the school and supporting institutions, always with parent permission. The individual education plan (IEP) might be developed for each student found eligible for services. Also, some other interventions are used when necessary.

## **ACCESS ARRANGEMENTS**

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not lower expectations and do not change what the student is expected to learn. Instead of that, they provide the optimal support to address challenges and to allow the student work around them. They address equal access and fairness to learning and teaching. In addition, they address meaningfulness and validity to assessment.

## PROCEDURES FOR REPORTING DIFFICULTIES

School staff should take under consideration any student who is:

- experiencing academic and/or behavioural problems;
- at risk of not being promoted;
- exhibiting emotional/psychological/behavioural problems;
- absent frequently.

After noticing alarming situations connected with attendance, academic performance, health or family situation of a student, the teacher takes the following steps:

- an individual conversation with the student, an attempt at diagnosis of the reasons causing difficulties and offering assistance, setting a time period for improvement;
- if the problem persists, parents are notified;
- the teacher contacts other teachers, checking if the problem is wider;
- the form teacher consults the situation with IB DP Coordinator and, if necessary, psychologist or pedagogue.

In case of a problem that requires an immediate reaction, the form teacher and parents are informed immediately.

Since problems are identified, further analysis aims to establish the extent of the student's difficulties and to implement appropriate action to support the student's needs. Any adjustments made to teaching and learning and any other support the school provides are discussed in advance with parents and students.

## **EXAMPLARY CHALLENGES**

Educational support may be provided for students affected by the following disabilities, illnesses and learning difficulties:

- physical challenges;
- communication and speech difficulties;
- sensory challenges;
- social, emotional and behavioural difficulties;
- medical challenges;
- mental health challenges;
- others (neurodiversity, for example autism spectrum).

## **POSSIBLE FORMS OF SUPPORT PROVIDED BY THE SCHOOL MAY INCLUDE:**

- classroom support for students with learning support requirements;
- classroom accommodations;
- additional support outside of the classroom;
- psycho-pedagogical support available to all students (school psychologists and pedagogue);
- developing an IEP for students with learning support requirements;
- adjustment of school internal calendar deadlines to support the ID BP students in meeting the full diploma objectives.

## **REQUESTS FOR INCLUSIVE ACCESS ARRANGEMENTES**

All the inclusive access arrangements must have the support of the head of the school and the student's / legal guardian's consent for such a request to be obtained.

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is by 15 November.

Access arrangements are based on a student's current access requirements.

The IB DP Coordinator must justify that access arrangements are necessary for the current assessment. For this reason, the supporting documentation (a medical or psychological evaluation report) has to be undertaken and dated within two years of the intended examination session. Some flexibility will be allowed with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges.

There are two forms of supporting documentation required to be uploaded to the online application "Request for inclusive access arrangements" in order to submit requests for inclusive access arrangements:

- a medical/ psychological/psychoeducational report or evidence from a language test for additional language learners;
- educational evidence from the school;

A medical/ psychological/psychoeducational report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

All supporting documentation must:

- be legible, on a document with a letterhead, signed and dated;
- state the title, name and professional credentials of the person(s) who has undertaken the testing;
- state specifically the tests or techniques used;
- be consistent with the coordinator's request for access arrangements;



- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.

Furthermore, all psychological/psycho-educational reports must:

- state the candidate's performance on nationally standardized psychological tests;
- report results as standard scores and not percentiles or age/grade equivalents.

Educational evidence can be a letter/observational report from the IBDP Coordinator and/or the student's subject teacher(s) outlining any difficulties that may be apparent in class and a summary about the arrangements provided to the student at school in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized educational plan (IEP) for the student or a sample of work done under timed conditions without the access arrangements that are requested.

## **EXAMAPLES OF INCLUSIVE ACCESS ARRANGEMENTS NOT REQUIRING IB AUTHORISATION**

- a separate room;
- an appropriate sitting plan;
- a candidate who normally uses an aid (e.g. a coloured overlay, a Braille slate, a hearing aid, or a magnifying aid) is allowed to use the aid in examinations;
- for a candidate with hearing challenges, a communicator may be used;
- rest breaks if required to do so due to medical, physical, or other conditions.

## **EXAMPLES OF INCLUSIVE ACCESS ARRANGEMENTS REQUIRING IB AUTHORISATION**

- access to modification in the presentation of the examination;
- access to additional time;
- access to writing;
- access to reading;
- access to speech and communication;
- access to practical assistance;
- access to calculators;
- access to extension to deadlines;
- access to deferral of external assessment;
- additional opportunities to retake exams;
- access to alternative venues;
- access to reasonable adjustments.

## **SUPPORT FOR GIFTED AND TALENTED STUDENTS**

At I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie we take care of gifted and talented students. We are aware of the fact that students may be gifted in numerous areas or some of them, but there are cases of the students gifted in some areas but experiencing learning challenges in the other ones.

That is why we offer support to the gifted students by offering them acceleration and enrichment of the regular curriculum, personalising lessons, targeting their interests, encouraging self-directed learning. They are also encouraged to take part in extra-curricular events and local and national competitions.

This document will be revised biannually by IB DP teachers.

The document was based on:

Access and Inclusion Policy November 2018;

The IB guide to inclusive education: a resource for whole school development 205 / updated November 2019;

Learning diversity and inclusion in IB programmes January 2016 / update May 2020;

Meeting student learning diversity in the classroom December 2019;

Supporting your candidate: Adverse circumstances or access and inclusion 2019;