

INCLUSION SCHOOL'S POLICY



IB WORLD SCHOOL 002094



Updated 2025

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.

The purpose of the inclusion/special educational needs (SEN) policy for the IB Diploma Programme at I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie is:

- to ensure all students are provided equal access to the IB curriculum and academic rigour,
- including opportunities to pursue individual interests, regardless of individual abilities and needs;

- to foster a curriculum that is creative and differentiated to support all the students in reaching their unique potential;
- to emphasise that all students and staff are encouraged to embody the IB Learner Profile;
- to communicate the responsibilities of all stakeholders in the success of students with special educational needs.

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.

DEFINITION OF SPECIAL EDUCATIONAL/ INCLUSION NEEDS

Differentiation refers to any modification to instruction or assessment of the written, taught, and assessed curriculum in order to meet individual needs.

Inclusion refers to providing access to IB Diploma Programme for all students. A student with an inclusion, learning, behavioural barrier is a student requiring special care who performs considerably below age-related expectations, has social relationship problems, learning or behavioural control deficits, whose inclusion into the school community and whose personality development is difficult or who shows other challenging behaviour but who does not have special educational needs.

Inclusive access arrangements refer to any changes or alterations for a better learning, teaching and assessment to remove or reduce barriers. The intended outcome of these changes is to provide the most effective support to students while maintaining rigorous academic standards and ensuring that they acquire the necessary knowledge and skills. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

THE GOALS OF SPECIAL EDUCATIONAL NEEDS POLICY

The goals of the Special Educational Needs Policy are to:

- follow the national laws regarding Special Education;
- ensure that the special needs of our students are identified early, assessed, and provided for;
- clarify the expectations of all stakeholders;
- identify roles and responsibilities of the stakeholders;
- assist all students in accessing all elements of the school curriculum and assessment policy.

The staff at I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie acknowledge that:

- students have different educational and learning needs, abilities and profile;
- students gain knowledge and skills at different rates through different means;
- all students are capable and unique;
- students are lifelong learners and should be helped in this;
- the school welcomes all students irrespective of their barriers.

IDENTIFYING STUDENTS WITH POTENTIAL EDUCATIONAL NEEDS

Students who might potentially have special educational needs are identified on the basis of:

- their medical history - physical disabilities, chronic illness, mental health issues;
- noticeable discrepancies between their current level of academic performance and that of the same-age peers;
- perceived difficulty in studying.

In accordance with provisions of the Polish law, the school may screen for potential educational needs but the official testing is left to experts at appropriate mental health centers assigned to the school. The students (and in case of minors – their parents/legal guardians) are referred to such centers, where they are diagnosed by specialists and informed about their condition. The documentation confirming their condition is made available to them, and, upon their wish, to the school. This is then made available, in accordance with General Data Protection Regulation, made available on the need-to-know basis to the student's teachers.

HANDLING STUDENTS WITH SEN

Each case is discussed individually by the expert staff, teachers of a given students and, if need be, the student and their parents/ legal guardians to ensure that all the student's needs are met to their greatest advantage. Additionally, teachers and parents/legal guardians of students with special educational needs are provided with ongoing psychological and pedagogical assistance, in which way they receive support not only in tackling child-raising and teaching problems, but also in developing their educational skills.

The teachers' responsibility is to adapt the educational requirements that have been written in the formal report, monitoring and evaluating any employed adaptation. If they identify any difficulties that may appear, they report this to the class head teacher and school counsellor.

Procedures for students with assessment access requirements are individualized by the school, based on the IB publication Access and inclusion policy (2022) for removing barriers of learning. Access arrangements to students during summative IB assessments as well as through the course of study - including classroom work and formative assessment that are the part of everyday learning and teaching.

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 and their wishes are considered.

If despite receiving all possible support from the school, a student makes little progress or shows signs of difficulty in developing key skills, which result in poor grades in some curriculum areas, external support provided by outside health, psychology or educational professionals is sought. As a result, an Individual Educational Plan may be developed for the student. The Individual Educational Plan will be communicated to the teachers by the form master/mistress and/or the IB Coordinator.

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. by the head of the school.

It is the parent's responsibility to act in advance concerning a student's assessment access needs and/or learning support needs, and to be cooperative concerning professional documentation. 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.

RIGHTS AND RESPONSIBILITIES

Responsibilities of the School

- The school will make sure the programme is in compliance with national and local laws regarding students with special educational needs.
- The school will provide training for staff and faculty to successfully implement and support the SEN and differentiated instruction.
- The school will meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements.
- The school will raise staff's awareness of the needs of the students with special needs.
- The school will provide resources for the implementation and continuation of the Access and Inclusion Policy.

Responsibilities of the IB Coordinator

- The IB Coordinator will comply with all national laws and regulations regarding special education needs.
- The IB Coordinator will apply to the IB for students' accommodations in assessment type and circumstances.
- The IB Coordinator will work collaboratively with faculty to support students with special education needs.
- The IB Coordinator will advise parents of the rigorous programme requirements to ensure appropriate placement.
- The IB Coordinator will provide examination accommodations as needed and approved by the IBO.

- The IB Coordinator will maintain discretion and confidence in providing special educational needs services.

Responsibilities of the IB Teachers

The teachers and pedagogical employees have a right to:

- apply to the school board to request a diagnosis of a student;
- access the psychological and pedagogical expertise of students;
- access students' records of work;
- consult students' difficulties and methods of work with a school psychologist.

The teachers are obliged to:

- comply with all national laws and regulations regarding special education needs;
- read the expertise of the students available in the psychologist office;
- follow the recommendations made in this expertise and apply the rules of work with students stated in this document;
- provide differentiated instruction as described in the student's IEP;
- participate in required training when it is available;
- encourage students to self-assess and/or reflect on their learning
- maintain discretion and confidence in providing special educational needs services.

Responsibilities of the IB students:

Students have the right to:

- diagnosis (initial in-school diagnosis and a proper one in the Psycho-Pedagogical Counselling and Guidance Centre);

- therapy (including classes/ meetings at school);
- adaptation of forms and methods of teaching to suit their needs
- participation in discussions concerning them.

Students shall:

- express their feelings and their needs regarding their education;
- ask for information and support when they require them;
- take an active role in using the methods recommended to them.

Responsibilities of the parents:

- parents will play an active role in their child's education;
- parents will have the knowledge of their child's entitlement within the school policy;
- parents will communicate all the information and documentation regarding their child's learning needs to the school;
- parents will communicate with the school regarding any changes in their child's special learning needs;
- parents will make request for additional assistance for students having difficulties in a proactive manner;
- parents will provide documentation needed for IBO accommodation requests.

LEGAL ACTS

- Act of 14 December 2016. Education Law (Journal of Laws 2021 item 1082.)

- Act of 7 September 1991 on the educational system (Dz. U. 2020, item 1327) Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, social maladjustment and at risk of social maladjustment (Journal of Laws 2020, item 1309), as amended.
- Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and provision of psychological and pedagogical assistance in public kindergartens, schools and institutions (Journal of Laws 2020, item 1280), as amended.
- Regulation of the Minister of National Education of 22 February 2019 on the assessment, classification and promotion of pupils and students in public schools (Dz.U. 2019, item 373)
- Regulation of the Minister of National Education of 28 February 2019 on the detailed organisation of public schools and public kindergartens (Dz.U. 2019, item 502)
- Regulation of the Minister of National Education of 3 April 2019 on framework teaching plans for public schools (Journal of Laws 2019, item 639).

This document will be revised biannually by IB DP teachers.

The document was based on:

- Access and Inclusion Policy, IBO, 2022;
- The IB guide to inclusive education: a resource for whole school development 2015 / updated November 2019;

- Learning diversity and inclusion in IB programmes January 2016 / updated May 2020;
- Meeting student learning diversity in the classroom, December 2019;
- Supporting your candidate: Adverse circumstances or access and inclusion 2019;
- Learning Diversity and the IB Continuum of International Education Diploma Programme: From principles into practice, 2019