



IB Diploma Programme Inclusion Policy

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Philosophy

The term "inclusion" refers to the philosophy and practice of ensuring that all students, regardless of their backgrounds, abilities, or learning needs, have equitable access to the educational opportunities provided by the school. This concept is deeply embedded in the IB's mission and educational philosophy, which emphasize intercultural understanding, respect, and a holistic view of education.

As a school community we believe that all students should have full access to the IB curriculum. Therefore, we want to support every student in achieving their personal goals and becoming confident, independent, and lifelong learners. We understand that creating an inclusive, supportive, friendly, culturally and gender sensitive environment for all students is essential. We are aware that some students may require additional support during their educational journey, so we are dedicated to identifying and removing barriers to learning, teaching and assessment. This is achieved through collaborative efforts of teachers, parents/legal guardians, the school psychologist, the pedagogue, the special education pedagogue, and the wider school community.

IB Learner Profile and Inclusion Policy

Our Inclusion Policy is founded on the principles of equality, respect, and diversity, aligning with the IB learner profile. It reflects our efforts to create a community of learners who exhibit the following attributes:

- 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 the 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.

By strengthening attributes such as "open-mindedness," we would like to cultivate a culture where students and staff are encouraged to appreciate and understand various perspectives and backgrounds, essential for an inclusive setting. The attribute of "caring" ensures that the empathy and support is promoted among students, enabling them to act with sensitivity towards the needs and rights of others. "Thinkers" and "inquirers" attributes are related to critical thinking and curiosity, so the students can question their biases and assumptions, which overall creates a more inclusive atmosphere. Finally, "principled" behavior supports the development of a community which acts with integrity and honesty, respecting the rights and dignity of all its members.

Purpose

The document serves several key purposes:

- to align with the International Baccalaureate's philosophy of creating inclusive, respectful, and diverse educational experiences.
- to outline our approach to recognizing and addressing the learning support requirements and/or special educational needs of our students.
- to guarantee equal access to the Diploma Programme for all students.
- to provide guidance and support to teachers and administrators.

- to establish more uniform approaches and enhance understanding of learning support requirements among the members of the school community.

Removing barriers

We are aware that various aspects of school organization and resource allocation, teaching methods or even physical layout of the school facilities may unintentionally create barriers to learning and teaching. That is why we are dedicated to identifying such barriers and to developing procedures and strategies for removing them. However, we also understand that creating an inclusive school environment is not solely the responsibility of the school. Other stakeholders such as parents, the pedagogical leadership team, the Board of Education, and the students themselves must also be involved in the process.

Procedures and identification of learning support needs

Various student groups may require additional support, e.g., students with special educational needs, gifted students, or those who require additional language support. Special educational needs may also arise from disability, social maladjustment, or emotional behaviour disorders. In our school, psychological and pedagogical assistance is provided to students in cooperation with students' parents, specialized counselling centres, teacher training institutions, non-governmental organizations and other institutions working for the benefit of families, children, and youth.

Candidates with learning support requirements are identified by referring to their medical or psychological history records. Many of these students are diagnosed prior to commencing their education at our school, typically during their primary school years. Medical and psychological reports are forwarded to the school psychologist who, upon reviewing the documents, informs the Diploma Programme Coordinator about the student's condition, learning support requirements, and assessment needs. Subsequently, the Coordinator forwards this information to subject teachers and to the class tutor assigned to each grade.

Psychological and pedagogical assistance may be provided upon request from the students and/or parents, teachers, psychological and pedagogical counselling centres, or social workers. If a teacher, specialist, or parent identifies a need for psychological and pedagogical assistance for a student, the following steps are taken immediately:

1. The Head of School appoints the committee for psychological and pedagogical support. The committee comprises the school psychologist, the pedagogue, and the special education pedagogue. These specialists will determine the necessary adaptations to the educational requirements and establish the forms of assistance to be provided, including the duration and the number of hours for such assistance. The committee also develops individualized support plans for students with special needs and thus

ensuring a tailored approach. A comprehensive, multidisciplinary evaluation of the student's functioning level, considers several key factors:

- the student's individual developmental and educational needs, strengths, predispositions, interests, and talents.
 - the extent and nature of the support required.
 - the reasons behind any educational challenges or difficulties in the student's functioning, including any barriers or limitations that impede their active participation in the school life.
2. Within 30 days of receiving the student's special education needs assessment, the psychological-pedagogical committee will develop an Individual Educational-Therapeutic Programme (Polish: IPET), following the template available in the school electronic register (Mobidziennik).

The multi-specialised assessment of the student's functioning level is conducted in collaboration with the local Psychological and Pedagogical Counselling Centre, and with parental consent. It takes place at least biannually, between November 30th and May 30th. Parents are provided with copies of the student's assessment and the individual educational-therapeutic program. Confidentiality is paramount during these meetings, and all participants are required to safeguard any information discussed that could affect the personal rights of the student, their parents, or any staff working with the student. Parents are informed of the scheduled meetings either in writing or through the school electronic register (Mobidziennik) and they have the right to attend these meetings.

Inclusive practices in assessment

We are committed to providing assessments that are fair, equitable, and reflective of each student's abilities, including the students with special educational needs. Implementing inclusive practices in both formative and summative assessments ensures that all students, have equal opportunity to demonstrate their learning. Therefore, we strongly encourage our teachers to use the following strategies, which are also outlined in our Assessment Policy.

Formative assessment

- Use a variety of assessment methods to accurately measure student understanding and progress.
- Recognize that not all students demonstrate learning in the same way. Instead of written quizzes only, include oral presentations, group projects, or creative assignments (like drawing or building models) to cater to different learning styles.
- Provide immediate and constructive feedback through one-on-one sessions or written comments that guide students on how to improve.

- Use peer-assessment and self-assessment to foster self-reflection and critical thinking skills.
- Adjust questions based on student needs, e.g., simplify language or rephrase questions for English language learners without altering the complexity of the concept being assessed.

Summative assessment

- Offer extended time, or the option to take breaks for students with anxiety, ADHD, or other learning challenges.
- If appropriate, allow students to choose between writing an essay, creating a video, or building a portfolio as their final project.

In accordance with the IBO regulations and procedures, students may also be granted inclusive access arrangements during the examination session, (for the full list of available modifications see the IBO document '*Access and Inclusion Policy*'. September 2022. Updated November 2022, November 2023).

Possible modifications may include the following:

- additional time during written and/or oral exams
- extensions to deadlines
- modified exam papers
- information and communication technologies - word processor with spell checker,
- calculators, practical assistance, and alternative venues
- access to speech and communication,
- assistance with practical work.

The application for IB approved access arrangements must be accompanied by relevant evidence, e.g., medical reports and/or psychological and educational evaluation.

Roles and responsibilities

The Head of School:

- oversee the planning and implementation of tasks related to psychological and pedagogical assistance.
- create positive and safe environments which promote a sense of belonging and self-worth for every member of the school community.
- enforce strict policies against bullying and promote a school culture of respect and kindness.

The school psychological-pedagogical committee:

- offer professional development for teachers to learn about inclusive education practices, strategies for managing diverse classrooms, and understanding various student needs.
- ensure that all teachers are well-informed and equipped with appropriate methods to address the specific needs of each student.
- oversee the proper assessment of the students' learning support requirements and special educational needs.
- conduct regular multi-specialised assessment of the student's functioning level.
- collaborate with counselling centres during both the diagnostic and post-diagnostic phases, with a special focus on evaluating student performance and identifying environmental barriers and limitations affecting their school involvement.
- assess the impact of interventions designed to help students.

The DP Coordinator:

- collaborate with the psychological-pedagogical committee to identify potential candidates for inclusive access arrangements.
- apply for inclusive access arrangements with the approval of the student's parents/guardians.

Teachers:

- conduct ongoing observations to identify learning difficulties, determine students' strengths, interests, and talents.
- create an inclusive classroom environment and use differentiated instruction.
- use scaffolding techniques, e.g., modelling, guided practice, chunking information, or visual organizers.
- actively engage in professional development related to classroom management, providing psychological and pedagogical support to students, and implementing inclusive practices.
- gather parent feedback on the quality of instruction and learning support.

The school administration staff:

- ensure that any equipment authorised for students with assessment requirements is in proper working order.
- ensure that there is a staff member who is competent in operating specialized computer software and/or special devices used during examinations.

Parents:

- inform the school about their child's learning support needs and provide all relevant information and documentation.
- keep the school updated about any changes in their child's learning support requirements, special educational needs, and other factors that might impact learning.

- supply the necessary documentation for requests for inclusive access arrangements from the International Baccalaureate Organization (IBO).

Students:

- communicate their own learning needs and preferences to teachers and staff.
- actively participate in classroom activities, homework, and/or any additional support programs.
- adhere to the guidelines for inclusive access arrangements, school policies and codes of conduct, including those specifically designed to support inclusivity and diversity in the learning environment.
- provide feedback about their learning experiences, especially regarding the effectiveness of support and accommodations they receive. This feedback is valuable for continuous improvement of the inclusion policy.

The school Inclusion Policy has been prepared on the basis of the following documents:

- International Baccalaureate Organization. *Access and Inclusion Policy*. September 2022. Updated November 2022, November 2023.
- International Baccalaureate Organization. *Learning Diversity and Inclusion in IB Programmes*. January 2016. Updated December 2018, March 2019, May 2020.

Unless new circumstances arise, new research and/or IBO documents about inclusion are published, the school Inclusion Policy will be reviewed bi-annually.

Last review: November 2023

