



IB WORLD SCHOOL 052450

II LO im. Romualda Traugutta in Częstochowa

## INCLUSION POLICY

The following document contains information regarding:

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

## 2. Mission statement of the school

*The school aims to help young people develop the necessary insight and skills so that they could become open-minded, honest and solidary people who recognize their common humanity and respect the needs and feelings of others. It is our desire to create the optimum conditions for study in order to get our students actively involved in the pursuit of knowledge and help them appreciate and develop their intelligence and academic abilities. We encourage our students to reflect on what they have learnt so that they could have greater control over their own academic performance and could achieve at their best. The whole school community promotes opportunities for students to develop true intercultural understanding and international mindedness so that they would be able to see various ideas, concepts or concerns from multiple perspectives. On top of that we shall inspire young people to take up their own responsibility in a society in a creative way. We shall always work and create having in mind the maxim „Docendo discimus" (Seneca Y) which refers to our school's ultimate aim to inspire a lifelong quest for learning.*

### 3. B Learner Profile – guidelines for the school community

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

**As ILO school community we strive to be:**

**INQUIRERS**

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

**KNOWLEDGEABLE**

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

**THINKERS**

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

**COMMUNICATORS**

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

**PRINCIPLED**

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

**OPEN-MINDED**

We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**CARING**

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

**RISK-TAKERS**

We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

**BALANCED**

We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

**REFLECTIVE**

We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

Inclusion policy follows the national laws regarding Special Education and the International Baccalaureate guidelines. Its purpose is to:

- to ensure that all students are provided with equal opportunities to participate in IB DP - to foster a curriculum which supports all students in order to reach their full potential - to accentuate that all staff members are encouraged to support all students equally - ensure that special educational needs of students are identified early, assessed, and catered for
- help create inclusive learning-friendly environment for every student to feel valued and respected

## 5. Explaining inclusion

Inclusion refers to any student needing support and extra help beyond the general curriculum. The term represents a broad range of possible learning and assessment needs. Our school recognizes that there are many possible needs and therefore, we aim to support both students with any learning disabilities, and also encourage talented students.

A student can have support if they:

- have a greater difficulty in learning than the majority of the students of the same age - have a neurodevelopmental disorders (such as ADHD, autism, communication disorders, Asperger's syndrome, attention deficit ( hyperactivity)
- have a medical conditions or chronic illnesses
  - have a physical disability which prevents or hinders the student from learning or performing compared to students of the same age within the school
- have a chronic illness
- have a mental health problems
- have a visual impairment
- is identified as gifted and talented or exceptionally able.

## 6. Ensuring inclusion conditions

Ensuring inclusion conditions is the duty of the school. Both the principal and the form teachers, as well as psychologists (counselors) employed by the school , are engaged in activities aimed at ensuring proper functioning of the policy. This includes:

- ensuring that the policy is put into practice
- ensuring that all staff are fully informed about all changes and updates in this policy
- informing any new staff members about this policy, its purpose and content

Identifying a student's needs, teachers should carefully observe and analyze students' performance, especially if a given student: shows signs of difficulties in developing key skills and achieves poor grades and /or suffers from emotional or behavioral difficulties.

When a student has been identified as in need of special support the following actions may be undertaken::

- differentiation of classwork
- homework help (extension of deadlines, providing extra tutoring) - differentiation of ongoing assessment (additional time, modification of test papers)

The school encourages students and/or parents to visit the Psychological and Pedagogical Clinic to seek specialized help. Thanks to this, they are able to:

1. Identify and channel activities aimed at supporting the student in class.
2. Adjust the assessment methods so as to make the identification of the educational problems more effective.
3. Verify that the actions undertaken ensure credible feedback as regards the progress made by the student. This information will be necessary to plan further steps and draw conclusions for future actions.

## 7. Monitoring the progress

The parents must be informed of the progress concerning actions implemented by the school to the benefit of the given student (apart from the information contained in documents, the parents may provide crucial information on various aspects of the student's functioning.

1. Adjustment of teaching materials.
2. Individual support.

## 8. Cooperation between the school and the parents.

Parents are encouraged to present their arguments, doubts and share the same with teachers of individual subjects through meetings and consultations. The IB DP coordinator is always fully informed about all matters regarding students' needs well in advance and all necessary adjustments for the final examinations are discussed with him. The IB DP coordinator is responsible for obtaining approval from the IB in order to make necessary assessment arrangements. The IB Coordinator provides the student's and parents with information concerning actions taken.

## 9. Approaches to assessment

Since there is a wide spectrum of learning disabilities and special educational needs, the school realizes that it is vital to adjust assessment according to individual needs. These are as follows:

- teachers use different formative assessment approaches
  - teachers adapt to individual needs of students
  - summative assessment is differentiated to meet individual needs of students
  - school ensures that all modifications can be provided by the IB for students' final assessments (internal and external) including a wide range of inclusive assessment arrangements based on individual needs, such as: access to modified papers, additional time, extension on deadlines, access to modern technology (e.g. electronic devices, recorders, etc)
- All special conditions and forms of the IB examinations are implemented on the basis of the opinion issued by a psychological and pedagogical clinic or a certificate issued also by the clinic. The document must be approved by the IB coordinator and contain information concerning the level of development and mechanisms of functioning, as well as

recommended forms of assistance.

A DP student with diagnosed needs submits a request for adjustment of forms and conditions of taking a written IB examination (*Inclusive arrangements*) with the DP coordinator no later than 9 months prior to the DP examination session. Enclosed with the request must be a psychological/psycho-educational/medical report describing the student's condition and containing recommendations as regards special assessment conditions. Such documentation must be translated into English. Medical or psychological opinion must be issued no earlier than in the school year preceding commencement of studies under the DP programme. Documents enclosed with the psychological opinion for candidates with long-term disorders or permanent disability must:

- Be legible, signed, bear a header and date,
- Contain the title, name and references of the person (or persons) who undertook to issue the opinion concerning the student,
- Describe the specific nature of the educational needs and information on the techniques used in order to arrive at the diagnosis,
- Contain description of limitations resulting from the disability,
- Contain a summary of and recommendations on what special forms of assessment will be most appropriate,
- Be accompanied by a translation into English

Request for adjustment of the assessment conditions in the course of the two years of the IBDP programme can be submitted by students with diagnosed: ▪ sensory damage

- motor disability (persons with damage to motor organs and persons with chronic diseases of such organs),
- neurological disorders,
- emotional disorders,
- language communication disorders,
- specific difficulties in learning
- chronic somatic conditions

The student may be allowed:

- additional time while writing the IB examination,
- a text editor where the student has a diagnosed dysgraphia
- a text editor and a spellchecker software (in case of developmental dyslexia or dysgraphia)
- a reader (where the student has problems with reading a text during the examination)
- A candidate has the right to take the examination in a separate room where his/her condition so requires and the specific nature of the special conditions and the form of the examination adjusted to that student's needs could adversely affect the work of other candidates taking the examination in the same room. If the examination takes place in a separate room, all regulations governing conduct during IB examinations must be abided by. The student must be constantly supervised by a teacher.
- In particular cases the coordinator may organize the most appropriate seats for students with hearing or eyesight problems.
- The student may take medications and/or drink water to prevent aggravation of symptoms of e.g. diabetes.
- A candidate who normally uses supporting devices in his/her everyday life (e.g. a voice enhancing device, a hearing aid, a magnifying glass) may use the same also in the course of the IB examination.
- A candidate with hearing problems may take instructions via a communication device. Such instructions must be limited to the information concerning the course of the examination and explanations of the instructions contained in examination sheets.
- In case of a candidate suffering from colour blindness, the coordinator or a supervising person may assist the student by naming the colours e.g. during the IB examination in geography.

Adjustment of conditions and forms of the IB examination applies to candidates with an intellectual level allowing them to satisfy all the requirements for obtaining the diploma.

## 10. Review of the policy

This policy is reviewed annually at the beginning of the school year ( by 5th September) and all stakeholders are informed after every review. This document was prepared in cooperation with the school leadership team including the IB coordinator, the school counselors ( psychologists) and other IB staff members. The document is an integral part of the whole school Inclusion Policy which is reflected in the Statue of the School. The policy is made available to students, parents and teachers via school website.

Last updated- September 2024 by the IB DP staff members of the II LO im .Romualda Traugutta, Częstochowa, Poland ( IB World School 052450)

### IB resources for supporting student learning diversity

- *Learning diversity and inclusion in IB programmes (2016)*
- *Meeting student learning diversity in the classroom (2013)*
- *Candidates with assessment access requirements (2017)*
- Programme standards and practices (2016)