



**IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi
im. Stanisława Staszica w Sosnowcu
IB World School No. 061902**

Inclusion Policy

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Inclusion at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Stanisława Staszica w Sosnowcu IB World School (DP)

The IB principles of equity and inclusive education focus on **all** students - equal opportunities for every IB learner. Equal opportunities in the learning journey will not mean equal outcomes, but the focus is on **all** IB students fully participating and engaging in IB programmes. The principle is to emphasise similarities and strengths and not differences and what divides us.

IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Stanisława Staszica w Sosnowcu recognizes the importance of inclusive educational opportunities and promotes the IB learner profile with all students.

The IB believes in 'inclusion' as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (*from Learning diversity and inclusion in IB Programmes, 2016, p.1*) Upholding this sentiment and spirit, Staszic School is committed to provide lifelong learning to all students and offer equal opportunities to rise to their true potential.

The mission statement of IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Stanisława Staszica w Sosnowcu is to initiate situations when internationally minded students work eagerly to acquire knowledge, develop their passions, talents and interests, respect each other and cooperate in diverse creative ways. The school mission statement aligns with the IB mission completely (The School Statutes §7, §8). The arrangements concerning students inclusion are presented in the Statutes, the document regulating the organisation of school life. All procedures concerning psychological and pedagogical support are stated in §46–§55 of the Statutes. The School believes that every child possesses an inherent ability to learn, and learning is most effective when it happens according to the capacity and potential of the child. The School strives to uphold the unique learning needs of the students and supports as well as facilitates inclusion in the best possible manner.

According to the IBO, "inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion

is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community".

‘Inclusion’ at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Stanisława Staszica w Sosnowcu IB World School (DP) is not restricted only to academic learning contexts, pedagogy, curriculum and assessment but is in fact facilitated by aspiring to create a culture of cooperation, collaboration, enhanced sensitivity and tolerance and respect and acceptance of differences and diversity at all levels possible. All IB teachers are committed to ensuring that the learning needs of all students are met and all teaching and assessment procedures are aimed at maximising students’ success.

Considering this, the School has its own ‘Inclusion Policy’ to recognize and support the individual needs of all learners with the aim to work towards planning and executing practices to align best with the IB principles of inclusive education, especially that of considering ‘education as a right for all’ and ‘creating positive and enriching learning environments that promote a sense of belonging, safety, self-worth and growth.’

The inclusive practices and procedures described here have been designed and insistence and attempt is made on its execution to empower students with special needs to reach their fullest potential and further to meet the assessment requirements, consequently leading them to attain the diploma / certificate.

According to the School’s Inclusion Policy, students with special needs may be anyone:

- who has been formally diagnosed with a specific learning disorder impacting cognitive functions pertaining to information- processing, attention, comprehension or any other disorder (of physical or intellectual nature) and bears a certificate or relevant document of the same
- who is exhibiting social, emotional and behavioural concerns and difficulties as a result of personal life circumstances
- gifted intellectual capacity

Inclusion and Admission Procedure

Staszic School believes in inclusive education and integrating students with special needs with mainstream education. It grants admission to all, regardless of any disability. Nevertheless,

candidates with learning disabilities, specific learning difficulties, communication and speech difficulties, autism spectrum disorders, social, emotional and behavior challenges, multiple disabilities and/or physical, sensory, medical or mental health issues - are also obliged to be primary schools graduates, thus must provide a school completion certificate and achieve positive results in the language competence exam organised by the school. Meeting their individual needs - following the inclusion policy - they might be provided with special aid e.g. language competence exam sheet with the enlarged font size. Because of their disabilities candidates will have a priority in the recruitment process in situations listed in the Admission Policy; once admitted into the school, they will be supported by the school support system specialists.

Approach to meet the Policy Objectives

School provides students, parents and teachers with free and uncompelled psychological and pedagogical support. It aims – inter alia – at recognizing and accommodating students' educational and growth needs, recognizing students' individual psychophysical abilities or supporting students with outstanding skills (The Statutes §47). Students receive psychological and pedagogical support mainly because of specific learning issues, learning disorders, physical and sensory conditions, medical conditions, mental health issues, social emotional and behavioural issues or other factors (The Statutes §48).

Students with diagnosed special needs or learning differences enter the school with documentation on their individual requirements and need to have a special accommodation plan created. It is the responsibility of the parent to communicate to the school all information and documentation regarding their child's learning support requirements. Each student participates in general education classes and is provided with individual revalidation classes with a support teacher. Each year a schedule of such classes is created to meet the needs of the student. Each student is held to the same standards and graduation requirements as all other students at our school but s/he may receive support with prioritising tasks.

All teachers are responsible for implementing the appropriate interventions suggested by the support teacher, such as providing a student with extra time to complete a test, reducing the

length of a task or allowing a student to demonstrate their knowledge and understanding in an alternative way.

Students that may have an undiagnosed need for extra learning support may be added to the list of psychological assessment or apply for psychological and pedagogical support (or may seek outside psychological services).

The school psychologist provides therapeutic services to students and after initial consultation or several therapy sessions may determine to continue working with the student or refer them to an outside professional.

IB students who experience a short-term illness, injury or other conditions that may affect performance on internal or external IB assessments should speak to the IB coordinator as soon as possible so that the IBO regulations can be examined carefully and recommendations for doctor's notes or other documentation can be requested and submitted to the IBO (some assessment components may be excused in exceptional situations).

Special Accommodations offered during Assessment / Examination

After the identification process, the students with special needs are provided with accommodations developed in accordance with both national and IB recommendations. (See: School Assessment Policy). This includes:

- permitting a candidate to take an examination in a separate room
- arranging for appropriate seating
- the presence of an assistant or, if necessary a nurse
- permitting a candidate who normally uses an aid (for example, a Braille slate, a hearing aid, coloured filter lenses) to use the aid in examinations
- permitting a candidate to receive instructions from a communicator
- permitting a candidate to have test directions clarified by the invigilator or a designated reader
- permitting a candidate to use noise buffers such as headsets or earplugs
- permitting a candidate to take rest breaks
- permitting a candidate to use a prompter

- giving a candidate additional time to complete assignments during the two-year programme

In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be sent to the IBO by the school. The documentation may include a description of the student's functioning in the school environment. The IBO will then make their decision on the basis of that documentation.

Issue of Confidentiality

All the students' information is confidential with the access restricted to class teachers, pedagogical leadership team and school administration. Any information regarding the student is not disclosed to his/her peer group or any other parent/guardian.

Review and evaluation

All teachers are obliged to know the school inclusion policy, implement it and evaluate its rules working collaboratively on a regular basis at least once a school year.

It is planned to monitor the effectiveness of differentiating strategies for students with special needs. Inclusion has been considered a consistent and integral part of all other policies, procedures and systems of the school including the Admission Policy, Assessment Policy and the like with specific relevance to school organisation and resources, approaches to teaching and learning and relationships among the community.

References:

1. Learning diversity and inclusion in IB programmes, 2016, IBO
2. The School Statutes (available from the school website)
3. www.ibo.org/programmes/equity-and-inclusive-education-in-the-ib
4. Sulochanadevi Singhania IB World School Inclusion Policy
5. School Assessment Policy