



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

Access and Inclusion Policy

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1. Purpose of the policy

The purpose of this policy is to ensure that all students in the IB Diploma Programme can participate as fully and equitably as possible in learning, teaching and assessment, and in school life, by identifying, removing or reducing barriers and by planning appropriate, well-documented and monitored support.

The school understands access and inclusion as the responsibility to create an environment in which every student can fully participate in IB education, develop their potential and demonstrate the real level of their knowledge, skills and understanding without lowering programme standards.

This policy is operational in nature. This means that it is not only a statement of values, but also describes the procedures, responsibilities, ways of documenting, implementing and monitoring student support in the IB DP.

2. School philosophy and connection with the IB mission

School mission

The mission of the school is to initiate situations in which students want to acquire knowledge independently and develop their talents and interests. Staszic General Secondary is a dynamic, modern school which, at the same time, respects its traditions and continues a tradition of more than 130 years of care for the quality of teaching and education. The teaching and pastoral work of the Teaching Staff aims to develop socially desirable attitudes: open and kind people who understand human subjectivity, are aware of their own worth and respect the worth and dignity of others; people who are able to cooperate and take responsibility for the common good; people with broad intellectual horizons. The school recruits hardworking, ambitious and talented young people, setting high educational, ethical and moral expectations. The school's educational concept is based on universal values: respect for applicable laws, norms, customs and attitudes accepted within the school community.

IBO mission

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.

Connection between the school mission and the IB philosophy

The school mission is deeply aligned with the IBO mission because both place the student's agency, the development of their potential and the formation of civic attitudes at the centre. The Access and Inclusion Policy is a natural extension of this philosophy: every student, regardless of their challenges and differences, has the right to full participation in the educational programme. The IB Learner Profile, especially the attributes such as inquirer, balanced, reflective and caring, directly supports the philosophy of inclusion. The school aims to ensure that every student can develop these attributes regardless of the barriers they face.

3. Scope of the policy

This policy applies to all students in the IB Diploma Programme and, where relevant, to candidates applying to the IB DP who may need equitable access to admissions procedures.

The policy covers:

- daily learning and teaching;
- formative assessment;
- summative assessment and school tests;

- mock examinations;
- internal assessment;
- IB examinations;
- communication with students and parents/legal guardians;
- planning educational, emotional, organisational and language support;
- documenting and monitoring support;
- the student's transition into the IB DP and their functioning throughout the full programme cycle.

This policy is not limited to students who hold an opinion, certificate or formal diagnosis. It also covers students for whom the school identifies barriers affecting access to learning, teaching or assessment.

4. Groups of students covered by the policy

The policy covers the full range of learner diversity, including in particular:

- students with long-term learning challenges, for example dyslexia, dysgraphia or dyscalculia;
- students with sensory challenges, including vision and hearing;
- students with medical and health-related challenges;
- students with mental health challenges;
- students with movement and coordination challenges;
- students with information-processing challenges, including attention, working memory and ADHD;
- students with social and emotional challenges, including neurodivergent students;
- highly gifted students who require specific educational challenge;
- students learning through an additional language.

The school distinguishes between long-term access needs and sudden adverse circumstances.

This policy concerns long-term barriers and student needs. Sudden situations such as illness, accident, bereavement, sudden family crisis, disaster or another unexpected event occurring before an examination or during the preparation of work for assessment are considered in accordance with the relevant IB procedures concerning adverse circumstances.

If a sudden event intensifies an existing long-term difficulty experienced by a student, the school analyses the situation individually and applies the appropriate IB procedure.

5. Difference between Access and Inclusion and Adverse Circumstances

ACCESS AND INCLUSION POLICY	ADVERSE CIRCUMSTANCES POLICY
Long-term challenges lasting more than 12 weeks.	Sudden events occurring up to three months before the examination.
Planned arrangements implemented throughout the period of learning.	Intervention measures after the event has occurred.
Requested in advance, before the IBO deadline.	Reported immediately after the event.
Covers: dyslexia, ADHD, depression, diabetes, visual impairment, etc.	Covers: a broken arm before an examination, bereavement, disaster, sudden illness.
Arrangements must be the student's usual way of working.	They do not have to be the student's usual way of working.

There may be cases in which a condition resulting from long-term difficulties suddenly deteriorates shortly before an examination. In such situations, both access and inclusion procedures and adverse circumstances procedures may apply. The DP Coordinator should consult the IBO and follow the current Assessment procedures.

Procedure in emergency situations

- The student or parent/guardian informs the DP Coordinator immediately after the event has occurred.
- The DP Coordinator follows the IBO Adverse Circumstances Policy and the DP Assessment Procedures.

6. Definitions of key terms

Access and inclusion means creating conditions that enable all students to participate equitably in IB education by identifying, removing or reducing barriers.

Inclusion is an ongoing process of increasing access and engagement for all students in learning by identifying and removing barriers.

Access means providing all students with equitable educational opportunities in learning, teaching, assessment and other aspects of school life, taking into account the characteristics, experiences and needs that each student brings to the school community.

Barriers are obstacles that may prevent a student from participating in learning, teaching and assessment or place the student at a disadvantage. Barriers may be cognitive, linguistic, cultural, social-emotional, health-related, sensory, organisational or environmental.

Primary barriers are the main factors affecting a student's learning, for example reading difficulties, hearing challenges or a mental health condition.

Secondary barriers may be causally connected with a primary barrier, for example social withdrawal as a consequence of language difficulties. The school considers both types of barriers when planning support.

Access arrangements are changes or modifications introduced in teaching, learning and assessment in order to remove or reduce barriers. They do not change the taught content or lower expectations of the student, but provide optimal support.

Optimal support means that arrangements must be precisely matched to the student's needs: neither too much nor too little. Excessive support may give the student an undue advantage.

Inclusive access arrangements are arrangements planned individually for a student, arising from their current needs and applied in a manner consistent with IB requirements.

Usual way of working / usual way of learning and teaching means the way in which the student regularly learns, works, uses support and demonstrates the extent to which they have mastered the material in the everyday educational process. Arrangements in IB assessment should directly reflect this practice and should not be introduced ad hoc shortly before the examination.

Educational evidence means school documentation confirming that an arrangement is the student's usual way of working. It may include teacher observations, samples of student work, results of formative assessment, descriptions of arrangements used, an Individual Education Plan and information on monitoring the effectiveness of support.

Supporting documentation means documents confirming the need for arrangements. It may include an opinion or certificate from a psychological and pedagogical counselling centre, a medical certificate, a language test for an additional language learner and educational evidence from the school.

An additional language learner is a student for whom the language of instruction and assessment in the IB DP is not their first language or the language in which they function most effectively. This situation may constitute a barrier to learning, teaching and assessment and may require the identification of needs and appropriate support.

Adverse circumstances are sudden events beyond the student's control, such as illness, accident, bereavement, family crisis, disaster or another event that may affect the preparation of work for assessment or participation in an examination. Long-term barriers are considered under this policy, whereas sudden situations are considered in accordance with the relevant IB procedures concerning adverse circumstances.

Confidentiality means that information concerning a student's needs is protected and shared only with those who need it in order to plan, implement, monitor or supervise the student's support.

Standard score means a standardised score with a mean of 100 and a standard deviation of 15. It is required by the IBO in psychological reports. Percentiles and age equivalents are NOT accepted.

Whole-school approach means that inclusion is the responsibility of all teachers and school staff, not only the psychologist or pedagogue.

UDL (Universal Design for Learning) is an approach to designing teaching that takes learner diversity into account from the outset, making teaching accessible to all.

Reasonable adjustment means a non-standard arrangement not included in the standard IBO list and requiring individual consultation with the IBO.

Education Plan (IEP) means an Individual Education Plan: a document describing the student's needs, planned arrangements and ways of monitoring them.

7. Categories of barriers in learning, teaching and assessment

Definition of a barrier

A barrier is any obstacle that may prevent or hinder a student's participation or effective engagement in teaching, learning and assessment. The Access and Inclusion Policy applies only to long-term barriers, that is, barriers which persist over an extended period. Temporary barriers, such as a cold lasting a few days or a one-off emotional difficulty, do not require formal access arrangements.

In the case of medical challenges, an illness or condition lasting more than 12 weeks is usually considered chronic and requires consideration of access arrangements

PRIMARY BARRIER	EXAMPLES OF SUBCATEGORIES
Reading	Dyslexia, difficulties with reading fluency, difficulties with reading comprehension.
Writing	Dysgraphia, dysorthography, difficulties with writing fluency and written expression.

Processing	Working memory, auditory processing, information processing, ADHD, processing speed, short-term and long-term memory.
Numeracy	Dyscalculia, mathematics anxiety, difficulties with numerical operations.
Hearing	Mild/moderate hearing loss, severe/profound hearing loss.
Seeing	Total blindness, low vision, partial sight, colour blindness, nystagmus.
Movement and coordination	Fine motor skills, cerebral palsy, oral/verbal difficulties, physical-spatial difficulties.
Medical	Diabetes, epilepsy, asthma, cancer, muscular dystrophy, rheumatism and other chronic illnesses.
Mental health	Anxiety disorders, depression, OCD, PTSD, eating disorders.
Social-emotional	Autism, Asperger syndrome, emotional disorders, withdrawal/isolation, identity-related difficulties.
Speech and language	Stammering/stuttering, aphasia, expressive and receptive language difficulties.
Intellectual exceptionalities, including difficulties and giftedness	Cognitive delays, exceptional gifts and talents requiring challenge.
Additional language (AL)	The language of instruction is not the student's first or strongest language; this concerns future students.
Cultural variations	New or unfamiliar environmental contexts, barriers in social communication.

Secondary barriers — examples

Secondary barriers are challenges resulting from the primary barrier. When planning arrangements, both types of barriers must be considered.

STUDENT	PRIMARY BARRIER	SECONDARY BARRIER	EXAMPLE ARRANGEMENT
Example 1.	Dyslexia (reading)	Difficulties with working memory (processing)	25% additional time, reader.
Example 2.	Diabetes (medical)	Difficulties with concentration (processing)	Rest breaks, separate room.
Example 3.	Anxiety disorders (mental health)	Withdrawal (social-emotional)	Separate room, prompter.

Example 4.	Autism (social-emotional)	Sensory difficulties	Noise-cancelling headphones, designated place.
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8. Guiding principles of access and inclusion

Principle 1: Whole-school approach

Inclusion is the obligation and responsibility of all teachers and school staff, not only psychologists, pedagogues or support specialists. Every subject teacher shares responsibility for applying access arrangements in their classroom.

Principle 2: Usual way of working

An access arrangement must be used regularly in everyday teaching and internal assessment before it can be requested for IB examinations. The IBO does not authorise arrangements introduced only before an examination or only for the examination period.

Principle 3: Optimal support

Arrangements must be precisely matched to the student's current needs: neither too extensive, which could give an undue advantage, nor too limited, which would be insufficient. They must be based on current observations, not only on past diagnoses.

Principle 4: Individualisation

Arrangements are granted only individually, on the basis of the documented needs of a specific student. Group allocation of arrangements is not permitted, for example: "all students with dyslexia receive additional time".

Principle 5: Current relevance

Arrangements must reflect the student's current needs. A student's condition may change, both improve and deteriorate, and therefore the Education Plan is reviewed regularly.

Principle 6: Consistency between teaching and assessment

Arrangements used during IB examinations must be consistent with the way the student learns and is assessed on a daily basis. IB assessment criteria remain unchanged for all students; the conditions change, not the expectations.

Principle 7: No undue advantage

The purpose of arrangements is to remove or reduce barriers, not to give the student an advantage over others. No arrangement may compromise the integrity of IB assessment.

Principle 8: Confidentiality

All information about students requiring support is confidential and protected under GDPR and Polish law.

Principle 9: Universal Design for Learning (UDL)

Teachers design teaching and formative assessment in accordance with UDL principles so that they are accessible to as many students as possible from the outset, thereby minimising the need for individual adjustments.

Principle 10: Equity, not uniformity

Inclusion does not mean that all students must be treated identically. It means that everyone has an equal opportunity to demonstrate their potential, which may require different conditions for different students.

9. Roles and responsibilities**Head Teacher:**

- approves the policy and its updates;
- ensures that the policy is aligned with IB requirements and national law;
- supports the creation of organisational conditions for implementing the policy;
- approves, in cooperation with the IB DP Coordinator, procedures concerning requests for arrangements in IB assessment;
- ensures that the policy is communicated to the school community.

IB DP Coordinator:

- coordinates implementation of the policy in the IB DP;
- cooperates with the Head Teacher, pedagogue, psychologist, teachers, students and parents;
- is responsible for the timely submission of applications for inclusive access arrangements to the IBO;
- collects or coordinates the process of collecting supporting documentation and educational evidence;
- communicates IB decisions to relevant persons in accordance with the principle of confidentiality;
- supervises the compliance of examination arrangements with IB decisions.

Pedagogue / psychologist:

- supports the identification of barriers;
- conducts consultations with the student, parents and teachers;
- co-creates the support plan;
- helps document the student's functioning at school;
- recommends support measures and monitors their effectiveness;
- where necessary, recommends contact with external specialists.

Career counsellor:

- supports students with challenges in planning their educational and career pathways;
- informs students about possible arrangements in further education.

Subject teachers:

- observe the student's functioning in daily learning;
- identify barriers visible during lessons and assessment;
- apply agreed arrangements;
- document observations and examples of the student's work;
- provide information to the IB DP Coordinator, form tutor, pedagogue or psychologist;
- plan learning with Universal Design for Learning principles in mind;
- ensure that assessment is as fair, accessible and criterion-related as possible.

Form tutor:

- monitors the student's functioning in the class;
- supports communication between the student, parents and the school team;
- responds to signs of social-emotional difficulties;
- participates in planning and reviewing support.

Student:

- participates in conversations about their needs, difficulties and strengths;
- informs the school about barriers that make learning difficult;
- uses the agreed forms of support;
- develops independent learning strategies and responsibility for their own development;
- if legally adult, gives written consent for an application to be submitted to the IBO.

Parents/legal guardians:

- inform the school about the student's needs;
- provide available specialist documentation;
- cooperate with the school in planning and monitoring support;
- give consent for documentation to be submitted to the IB, where required;
- participate in conversations concerning the student's functioning and support.

Persons responsible for examination organisation:

- implement examination arrangements approved by the IBO;
- ensure that examination conditions comply with the IBO decision;
- protect the confidentiality of information about the student;
- ensure that arrangements do not compromise the integrity of assessment.

11. Procedure for identifying barriers

Sources of information about barriers:

- documentation from the previous school, including an opinion or certificate from a psychological and pedagogical counselling centre;
- observations made by subject teachers in class;
- information from parents/legal guardians;
- self-referral by the student;
- diagnosis by the school psychologist or pedagogue;
- report from an external specialist, such as a psychologist, psychiatrist or physician;
- analysis of results recorded in the school register.

12. Procedure for recognising barriers

Barriers are recognised according to the following pathway:

1. A need for support may be reported by the student, parent/guardian, teacher, form tutor, pedagogue, psychologist, IB DP Coordinator or Head Teacher.
2. The person receiving the report passes the information to the IB DP Coordinator.
3. The team analyses the student's situation, taking into account their strengths, difficulties and context of functioning.

4. The school collects information from various sources: teacher observations, conversations with the student, conversations with parents, samples of work, formative assessment results, external documentation and information from previous stages of education.
5. The team determines which barriers affect the student's access to learning, teaching or assessment.
6. The team plans preliminary access arrangements.
7. The arrangements are implemented on a trial basis and monitored.
8. After an agreed period, the team evaluates the effectiveness of the support and decides whether to continue, modify or end it.
9. The agreed decisions are documented.
10. If the student's needs may require arrangements in IB assessment, the IB DP Coordinator starts the procedure for preparing an application to the IB.

Important timing principles

- Arrangements must be implemented AS EARLY AS POSSIBLE after the need has been identified, and not shortly before an examination. The IBO does not authorise arrangements that were introduced only within the final six months before examinations.
- Psychological documentation must not be older than two years from the planned IB examination.

13. Planning and implementing access arrangements

Individual Education Plan (IEP)

For every student requiring ongoing support, an Individual Education Plan (IEP) is developed. It includes:

- student details and a description of identified primary and secondary barriers;
- a list of access arrangements planned for teaching and assessment;
- information on which arrangements are the student's usual way of working;
- a schedule for monitoring and reviews;
- signatures of the student/parents, psychologist/pedagogue and DP Coordinator.

Requirements for arrangements

In accordance with the IBO Access and Inclusion Policy, every access arrangement must:

- be carefully individualised, that is, based on individual needs and not granted collectively;
- be used throughout the period of learning, including during formative assessment;
- reflect optimal support: neither too much nor too little;
- be based on the student's current needs;
- arise from teachers' classroom observations;
- be consistent with IBO eligibility criteria;
- NOT give the student an undue advantage.

The school plans access arrangements so that they provide the student with optimal support. This means that support should be neither less nor greater than the student's actual needs.

Arrangements may include, among others:

- additional working time;

- rest breaks;
- adjustment of the working place;
- reduction of sensory overload;
- materials in a larger font;
- materials in a digital format;
- the possibility of using a computer or assistive technology;
- graphic organisers;
- clear step-by-step instructions;
- breaking larger tasks into stages;
- alternative methods of demonstrating mastery of the material;
- adjustment of the mode of response;
- support in planning and organising work;
- extension of deadlines in justified cases;
- language support for an additional language learner;
- scaffolding, that is, educational support that gradually develops independence.

This list is not exhaustive. Arrangements are selected individually, in accordance with the student's needs, the specificity of the subject and IB requirements.

14. Universal Design for Learning in everyday teaching

Universal Design for Learning (UDL) is an approach to designing teaching which assumes that learner diversity is the norm, not the exception. Instead of adapting standard teaching to individual students after the fact, UDL builds flexibility into the design of lessons, tasks and assessment from the outset.

Three UDL principles in practice

Principle 1: Multiple means of representation

- The teacher presents content in various formats: text, image, audio, video and demonstration.
- Key concepts are explained in more than one way.
- Students have access to electronic materials before the lesson.

Principle 2: Multiple means of engagement

- Diverse task formats take into account the strengths of different students.
- A choice of difficulty level is offered where possible.
- Regular feedback is adjusted to the student's needs.

Principle 3: Multiple means of action and expression

- Students may demonstrate knowledge through writing, speaking, creating and presenting.
- Forms of assessment are varied, for example essay, presentation, project, discussion or test.
- Where possible, the student chooses the form of task that corresponds to their capabilities.

UDL does not replace individual access arrangements for students with specific barriers. It does, however, constitute the first level of support and reduces the number of students requiring individual adjustments because the lesson is accessible to a broad group already at the design stage.

15. Arrangements in formative and summative assessment

Formative assessment is an integral part of the teaching process. It must take learner diversity into account.

In formative assessment, teachers:

- use varied forms of checking knowledge, including oral, written, project-based and practical forms;
- avoid formats that systematically discriminate against students with specific barriers;
- apply the access arrangements included in the student's IEP during all class tests and written assessments;
- treat formative assessment as a tool for identifying the student's changing needs;
- use constructive feedback adjusted to the student's needs.

Internal summative assessment (tests, written assessments, IA)

- All arrangements included in the student's IEP must be applied during internal summative assessments.
- Grades are awarded solely on the basis of the student's work in accordance with criteria, and never by taking into account the student's difficulties or challenges.
- Internal summative assessment is documented in the school register.

Internal Assessment (IA) in the DP

Access arrangements used during IA must be consistent with the arrangements used in the classroom on a daily basis. In the case of IA involving practical work, for example in sciences or geography, a practical assistant may support the student in safety-related matters without interfering with the results of the investigation. IA is always assessed solely according to the IBO assessment criteria.

16. Arrangements in IB assessment — authorisation procedure

General principles

- All access arrangements for IB examinations must be authorised by the IBO before the examination.

All applications for access arrangements for IB assessments must be:

- based on the student's usual way of learning and teaching in the classroom;
- consistent with IB eligibility criteria;
- supported by supporting documentation;
- supported by educational evidence from the school;
- submitted by the deadlines indicated in the current IB Assessment procedures.
- an application for authorisation is submitted only by the DP Coordinator.
- the application must be approved by the Head Teacher. The IBO does not authorise arrangements that are not the student's usual way of working or that have been introduced only in the final six months before the examination.

Eligibility criteria — selected arrangements

EXAMPLE ARRANGEMENT	IBO ELIGIBILITY CRITERIA
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Additional time 10%	Standard score 90-100 in tests of reading, writing or processing; mild physical/medical/sensory challenges.
Additional time 25%	Standard score ≤ 90 in tests of reading, writing or processing; physical/medical/sensory challenges.
Additional time 50%	Standard score ≤ 75 in tests of reading, writing or processing; severe physical/medical challenges.
Reader / reading software	Standard score ≤ 90 in tests of reading speed/accuracy; sensory challenges preventing reading.
Scribe	Score below the age norm in a writing-speed test; standard score ≤ 90 in written expression; illegible handwriting; physical/sensory challenges.
Word processor	Physical, medical or sensory challenges preventing handwriting.
Rest breaks	Physical, medical or psychological challenges; does not require IBO authorisation.

IBO eligibility criteria may differ from standard practice in the Polish education system. The IBO assesses applications solely on the basis of its own criteria and not on the basis of Polish regulations or opinions/certificates issued by psychological and pedagogical counselling centres. Standard scores are absolutely required.

A diagnosis alone is not sufficient grounds for the automatic granting of arrangements. The school analyses how the student's needs manifest themselves in actual learning, teaching and assessment.

Deadlines for submitting applications for access arrangements for DP examinations are specified in the IBO Diploma Programme Assessment Procedures.

The DP Coordinator is responsible for knowing and meeting these deadlines.

The IBO does not guarantee consideration of applications submitted after the deadline.

16. Student/parent consent and submission of documentation to the IBO

Requirement to obtain consent

Before submitting student documentation to the IB, the school obtains appropriate consent from the student or parents/legal guardians, in accordance with applicable law and school procedures.

The school informs the student and parents/guardians about:

- the purpose of collecting documentation;
- the scope of information to be submitted;
- the persons responsible for the procedure;
- possible IB decisions;

- confidentiality and data protection principles.

Before submitting any application for access arrangements to the IBO, the school is required to obtain written consent:

- from the student, if the student is legally adult under Polish law, that is, has turned 18;
- from parents or legal guardians if the student is underage;
- from both parties if the school considers it appropriate.

Content of consent

Consent should include:

- information about the purpose of submitting documentation, namely an application for access arrangements to the IBO;
- information that, in the event of the student transferring to another school, the documentation will be visible to the coordinator of the new school;
- information about the right to withdraw consent before transfer;
- signature and date.

Student transfer to another school

- If a student transfers to another IB school, the application for access arrangements, together with IBO authorisation if granted, is visible to the coordinator of the new school.
- If the student or parents wish to withdraw the application before transfer, they must inform the school. The coordinators of the current and new school inform the IBO in writing.

Students taking examinations after the first year of study (DP1) — anticipated candidates — and candidates retaking examinations from previous sessions

- For students taking examinations early, authorisations are valid for all future examination sessions, except for arrangements for AL students, for whom new language documentation is required.
- For candidates retaking an examination, changes to arrangements are possible only in exceptional circumstances.
- If the student's registration has been deleted after authorisation, a new application is required.

17. Confidentiality and personal data protection

All information concerning students requiring support is strictly confidential and processed in accordance with:

- Regulation (EU) 2016/679 of the European Parliament and of the Council (GDPR);
- the Act of 10 May 2018 on the Protection of Personal Data;
- the internal Personal Data Protection Policy of Staszic General Secondary;
- the IBO Access and Inclusion Policy — principle of confidentiality.

Detailed principles

- Information about a student's access arrangements is shared only with persons who need to know it in order to provide support, on a need-to-know basis.

- The school must NOT inform an IBO examiner about a student's difficulties, as this would breach IBO regulations.
- Information about students is not shared with other students or their parents/guardians.
- The IBO treats all information about students as confidential and shares it only with appropriate IBO staff and members of the Final Award Committee.

18. Integrity of assessment and no undue advantage

Access arrangements do not lower IB programme standards, do not change learning aims and do not change assessment criteria. Their purpose is to enable the student to demonstrate their actual level of achievement.

The school ensures:

- no undue advantage;
- the same assessment standards for all students;
- validity and meaningfulness of assessment;
- compliance of assessment with IB criteria;
- proper implementation of IB decisions during examinations.

In internal assessment, the teacher assesses the student's work according to the appropriate criteria. The student's difficulties are not a basis for awarding additional marks outside the criteria.

19. Admissions and student transition into the IB programme

The school enables all candidates to participate in admissions to the DP, including persons with opinions and certificates from psychological and pedagogical counselling centres, persons with physical or mental disabilities, communication disorders, autism spectrum conditions, emotional difficulties and social maladjustment.

Admissions conditions are the same for all candidates: completion of primary school and a positive result in the language competence examination. Depending on individual needs, candidates may be provided with arrangements during admissions.

The school:

- informs candidates and parents/guardians about the possibility of reporting needs related to access arrangements;
- enables needs to be reported before the test or admissions interview, where applicable;
- analyses the student's previous adjustments;
- does not automatically guarantee IB examination arrangements without the fulfilment of IB criteria;
- plans support after the student has been admitted to the programme if barriers affecting their functioning are identified.

Procedure after the student has been admitted

- Parents/guardians provide the school with full documentation concerning the student's special educational needs.
- The school psychologist/pedagogue conducts an initial consultation with the student and parents.

- The DP Coordinator reviews the documentation and initiates the decision-making pathway.
- A preliminary Individual Education Plan (IEP) is developed.
- All teachers teaching the student are informed about the arrangements and their responsibilities.

20. Communicating the policy to the school community

The policy is communicated to the school community. The school makes the document available to:

- IB DP teachers;
- students in the IB DP;
- parents/legal guardians;
- candidates to the IB DP, where applicable;
- staff involved in the organisation of examinations.

The full text of the Access and Inclusion Policy is available:

- on the school website (www.staszic.edu.pl);
- in the DP Coordinator's office.

21. Teacher training and development of team competence

Required competences

All IB teachers in the school should have basic knowledge of:

- the principles of the IBO inclusion policy and this document;
- UDL principles and their application in teaching;
- recognising signs indicating student difficulties;
- using access arrangements in daily teaching;
- the procedure for submitting documentation to the DP Coordinator.

Training sessions or team meetings may include:

- recognising barriers;
- principles of the IB Access and Inclusion Policy;
- Universal Design for Learning;
- working with an additional language learner;
- adolescent mental health;
- documenting observations;
- preparing educational evidence;
- the principle of usual way of working;
- procedures concerning applications for inclusive access arrangements.

22. Monitoring student support

Student support is monitored and reviewed periodically.

A review may include:

- a conversation with the student;
- a conversation with parents/guardians;

- information from teachers;
- analysis of the student's work;
- analysis of formative and summative assessment results;
- evaluation of the effectiveness of the arrangements used;
- a decision to continue, modify or end support.

Review schedule

ACTION	PERSON RESPONSIBLE	FREQUENCY
Observation of the student in class	Subject teacher	Ongoing
Review of the student's IEP	Pedagogue + DP Coordinator	At least twice a year
Conversation with the student about the effectiveness of support	Psychologist/pedagogue	Every semester
Conversation with parents	Form tutor/pedagogue	Every semester or on request
Updating documentation	Pedagogue + DP Coordinator	With every change
Updating the application to the IBO, if needed	DP Coordinator	In accordance with IBO deadlines

Signals requiring immediate action

- Sudden deterioration in the student's results.
- Signals from the student or parents that support is insufficient.
- New diagnosis from an external specialist.
- Diagnosis of a new health condition.
- A teacher's report of newly observed difficulties.

23. Policy review and update

This Access and Inclusion Policy is subject to evaluation.

Review schedule

REVIEW STAGE	RESPONSIBLE PERSON	DEADLINE
Collecting information from teachers	DP Coordinator	May-June
Analysis and proposed changes	DP Coordinator + psychologist + pedagogue	August
Consultation with the Pedagogical Council	Head of School + DP Coordinator	September
Approval of the new version	Head of School	September
Publication and implementation	DP Coordinator	October

Grounds for update

- Changes in the IBO Access and Inclusion Policy or Assessment Procedures.

- Changes in Polish education law.
- Results of internal evaluation: what works and what requires improvement.
- Recommendations following an IBO evaluation visit.
- New experience from implementing arrangements.

References:

- IBO Access and Inclusion Policy (September 2022, updated November 2023). International Baccalaureate Organization.
- IBO Diploma Programme Assessment Procedures (current edition). International Baccalaureate Organization.
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- Learning Diversity and Inclusion in IB Programmes (2016). International Baccalaureate Organization.
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- Act of 14 December 2016 — Education Law (Journal of Laws 2021, item 1082, as amended).
- Regulation of the Minister of National Education of 9 August 2017 on the principles of organising and providing psychological and pedagogical assistance (Journal of Laws 2020, item 1280).
- Regulation (EU) 2016/679 of the European Parliament and of the Council (GDPR).
- Statutes of Stanisław Staszic IV General Secondary School with Bilingual Sections. (§ 46-55).
- School Assessment Policy.
- www.ibo.org/programmes/equity-and-inclusive-education-in-the-ib

APPENDICES AND FORMS

Appendix 1: Written teacher observation form

STUDENT OBSERVATION FORM — EDUCATIONAL EVIDENCE

Student details: _____ Class: _____ Date: _____

Teacher / Subject: _____

1. Description of observed difficulties in class: What specifically does the teacher observe during lessons, tests and oral responses?

2. Since when have the difficulties been observed?

3. What arrangements are already used in class?

4. Are the arrangements used regularly (usual way of working)? YES / NO

5. How does the student function with arrangements versus without them?

6. Which arrangements does the school need to request for IB examinations?

Teacher's signature: _____ Date: _____

Appendix 2: Student/parent consent form for submitting an application to the IBO

CONSENT TO SUBMIT AN APPLICATION FOR ACCESS ARRANGEMENTS TO THE IBO

Student details: _____ Date of birth: _____

I, the undersigned, give consent to:

- ☐ IV LO im. Staszica submitting an application for access arrangements to the IBO
- ☐ submission of medical/psychological documentation to the IBO
- ☐ making documentation available to the coordinator of the new school in the event of transfer

I have been informed about:

- ☐ the purpose of the application and the type of arrangements requested
- ☐ the principles of confidentiality in data processing by the IBO
- ☐ the right to withdraw consent before transfer to another school

Student's full name: _____

Student's signature (if legally adult): _____

Date: ____

Parent/guardian full name: _____

Parent/guardian signature: _____

Date: _____

Appendix 3: Individual Education Plan (IEP) template

INDIVIDUAL EDUCATION PLAN (IEP)

Student details: _____ Class: _____ Date of development: _____

Date of next review: _____

IDENTIFIED BARRIERS:

Primary barrier: _____

Secondary barrier (if applicable): _____

ACCESS ARRANGEMENTS — IN CLASS (usual way of working):

1. _____ (used since: _____)

2. _____ (used since: _____)

3. _____ (used since: _____)

ARRANGEMENTS REQUESTED FROM THE IBO:

☐ Yes — specify: _____

☐ No (school arrangements do not require IBO authorisation)

IBO APPLICATION STATUS:

☐ Not submitted

☐ In progress

☐ Approved

☐ Refused

DOCUMENTATION SUBMITTED TO THE IBO:

☐ Opinion/certificate from a psychological and pedagogical counselling centre (date: _____)

☐ Medical report (date: _____)

☐ Educational evidence (teacher observations)

☐ Student/parent consent

SIGNATURES: Psychologist/Pedagogue: _____ Date: _____

DP Coordinator: _____ Date: _____

Head of School: _____ Date: _____

Parent/Guardian: _____ Date: _____

Student (if legally adult): _____ Date: _____