

# INCLUSION POLICY

## IB DIPLOMA PROGRAMME

**Akademickie Dwujęzyczne Liceum Oxford Secondary School**

**Bielsko-Biała, Poland**

**IB World School No. 061648**

This document has been produced on the basis of and in alignment with the following IB publications:

- *Diploma Programme Assessment Procedures* (Published 2018)
- *Learning diversity and inclusion in IB programmes. Removing barriers to learning* (Published January 2016; Updated March 2019)
- *Candidates with assessment access requirements* (First published May 2009; Updated July 2014)
- *Inclusive access arrangements: Decision pathway* (2019)
- *Supporting your candidate: Adverse circumstances or access and inclusion?* (2019)

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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. IB learner profile**

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 IB learners we strive to be:

- Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- Communicators – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
  - Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
  - Open-minded – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
  - Caring – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
  - Risk-takers – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
  - Balanced – We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Reflective – We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### 3. Principles:

- The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment.
- Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s).
- The inclusive assessment arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the award of the diploma or course results.

- If inclusive assessment arrangements are necessary for a candidate during the course of their study of the Diploma Programme or practice examinations, the school may provide the arrangements.
- The IB aims to authorize inclusive assessment arrangements that are compatible with those normally available to the candidate concerned.
- The IB is committed to an educational philosophy based on international-mindedness. To achieve equity among candidates with assessment access requirements, the policy represents the result of a consideration of accepted practice in different countries.
- The IB will ensure that for candidates requirement are the same.
- Each request for inclusive assessment arrangements will be judged on its own merit.
- The IB treats all information about a candidate as confidential.
- The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized.
- If a school does not meet the conditions specified by the IB when administering inclusive assessment arrangements or makes arrangements without authorization, the candidate may not be awarded a grade in the subject and level concerned.
- If inclusive assessment arrangements are authorized for internal assessment, the IB may require the candidate's work to be submitted to the IB Assessment centre for review.
- A school must not inform an examiner of a candidate's condition or adverse circumstance.
- The list of inclusive assessment arrangements available is revised regularly.
- A candidate may participate in three examination sessions to be awarded the diploma.
- If the nature of a candidate's challenge and/or the authorized inclusive assessment arrangement might disturb other candidates during an examination, the candidate must take the examination in a separate room and be supervised according to the regulations governing the conduct of Diploma Programme examinations.
- Written examinations must be invigilated according to the regulations governing the conduct of Diploma Programme examinations.
- Any issues should be reported to IB Answers as soon as possible.

#### **4. Candidates eligible for inclusive assessment arrangements**

As specified in *Diploma Programme Assessment Procedures* (IBO, p. 56) candidates with the following special educational needs are eligible for inclusive assessment arrangements:

- learning disabilities,
- specific learning difficulties,
- communication and speech difficulties,
- autism spectrum disorders,
- social, emotional and behavioural challenges,
- physical, sensory, medical or mental health issues,
- additional language learners.

### **5. Responsibilities of the school:**

- It is the responsibility of the school to meet the student's learning needs, including suitable arrangements for teaching and assessment.
- Careful consideration should be given to a candidate's choice of subjects.
- It is essential that the coordinator consults all teachers concerned at an early stage in a candidate's study of the Diploma Programme.
- The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.
- The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored.
- The inclusive assessment arrangements that are requested should be a candidate's usual way of working; the coordinator must ensure that a candidate is, or becomes, familiar with those arrangements.
- All requests for inclusive assessment arrangements submitted by a coordinator must have the support of the head of school.
- Before submitting appropriate documentation to the IB Assessment centre, the school must obtain a consent from the candidate, provided he or she is at the age of consent in their country, or from the candidate's parent(s) or legal guardian(s).
- An application for inclusive assessment arrangements must be submitted on behalf of a candidate by the coordinator using the online request form.
- The school is responsible for making all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator.
- The school is responsible for making all arrangements for assistive technology that may be used for a candidate's learning and assessment.

- The school is responsible for ensuring that all equipment authorized for a candidate with assessment access requirements functions correctly and that there is a member of staff who is familiar with its use.

## **6. Applications for inclusive assessment arrangements:**

- All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.
- All requests for inclusive assessment arrangements must be submitted six months prior to an examination session.
- Questions pertaining to the selected arrangements must be answered on the online application.
- Any other specific or additional information that the school wishes to communicate to the IB must be communicated in the Other/Additional information section in the online application.
- For anticipated and retake candidates, authorizations for inclusive assessment arrangements for a candidate are applicable to all future examination sessions.

## **7. Supporting documentation**

In order to submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

## **8. Arrangements not requiring authorization**

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- An assistant, if necessary a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate.
- A candidate who normally uses an aid is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.
- A candidate with a hearing condition may receive instructions from a communicator.

- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader.
- Magnifying devices to enlarge and read print may be used by candidates with vision issues.
- For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper. However, no other form of assistance may be given without authorization from the IB Assessment centre.
- A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination.
- At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme. For the submission of work for assessment that is required, the coordinator must contact IB Answers (See section 4.8 Access to extensions and exemptions).

## **9. Inclusive assessment arrangements**

As listed in *Candidates with assessment access requirements* (IBO, pp. 12-25) the following inclusive access requirements can be authorized by the IB:

**9.1 Access to modified papers** - modifications can normally be made to examination papers for candidates with visual challenges or specific learning difficulties.

**9.2 Access to additional time** - additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement.

For a large number of candidates, eligibility for additional time and the amount of time authorized will be dependent on the standard scores on psychological reports.

**9.3 Access to writing** - candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts.

**9.4 Access to reading** - Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software.

**9.5 Access to speech and communication** - candidates with speech and communication difficulties may need inclusive assessment arrangements to access some assessment components. The use of communicators or augmentative speech equipment may be authorized in these circumstances.

**9.6 Access to calculator** - a standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four function calculator.

**9.7 Access to practical assistance** - in order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. It is particularly suited to situations where there is a concern for a candidate's health or safety.

**9.8 Access to extensions to deadlines** - a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work.

**9.9 Access to exemptions from assessment** - if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized. Before submitting a request for an exemption from a component, careful consideration should be given to whether all reasonable adjustments have been considered.

## **10. Local, national and international legal obligations on inclusion that have to be met**

The school ensures that all the documentation and procedures with regard to inclusion and meeting students' special educational needs – both during their educational process and for the organization of external examinations – have been produced and are subject to review in alignment with the up-to-date documents published by the IBO or the relevant ordinance issued by the Polish Ministry of Education.

## **11. Local, national and international legal requirements of teachers in meeting the needs of students**

All DP teachers are required by the national and international laws to ensure they have taken every possible effort to meet their students' individual learning needs and planned their teaching

process in a way that supports SEN students in achieving their learning goals and making progress. All teachers are equally responsible for this.

## **12. Use of individual educational plans**

Individual educational plans (IEPs) are written for students who are identified for special educational support.

Identification of a student with a learning need may occur at any stage of their education. Teacher's observation plays a key role in identifying special educational needs in students. When a teacher notices that a student may require special educational support, their task, first of all, is to observe the student, assess their work and document any strategies that have been used to support their learning. Next, the teacher must inform the DP Coordinator about their observations. The DPC contacts other teachers and the SEN coordinator or the school psychologist/counsellor and subsequently, a meeting is called to discuss the student's current situation based on teachers' observations and decide on the ways of support for them. The parents/legal guardians are notified about the areas of concern and asked to attend a meeting at the school with the DPC and the SEN coordinator to discuss the individual needs of their child and decide on the further steps to be taken to ensure the student's special educational needs are met and they receive sufficient support to become successful in their learning. With the parents' consent, a student may be referred for psychological-educational testing and on the basis of the psycho-educational assessment provided by an outside institution an Individual Educational Plan will be developed for the student. The IEP specifies student's learning goals, includes information from observations, student's interests, learning approaches, strengths and challenge areas. The purpose of IEP is to document a student's individual educational needs and ensure a common understanding of their learning profile among teachers, parents, students and anybody who is involved. The IEP is required to be read and signed by the parents. Review of the IEP occurs yearly. All documentation regarding the support is recorded and kept in the student's confidential file.

Also, a student's parents/legal guardians may ask the school for support in case they observe any difficulties their child experiences in their learning.

When students change schools, the documents will be transferred to the other school. In case of new students entering the school with a working IEP, the school will comply with recommendations included in it and will work towards its development based on the observation of the new student's performance.

### **13. Procedures regarding confidential information**

Confidentiality of privileged information is an essential component of an effective collaboration within the school community and between the school and the parents. Therefore, any documentation that is collected by the school and stored on its premises regarding inclusion access requirements and students' special educational needs is regarded as confidential and safeguarded in many ways from the time of admission to the school, or recognizing a special need or learning difference. First of all, everyone who has access to the documentation in both a printed and digital form is obliged not to pass it on to anybody who is not involved in planning and the implementation of any kind of educational support for students. Parents are notified about the necessity of sharing any relevant information concerning their child with the school and assured at the same time that it will be used only in relation to and to the advantage of their child, only among the staff involved. Secondly, the student's files (including IEPs) are kept in a locked area of an administrative office with access for the support staff relevant to the student issue. Also, any student cases shall be discussed in private.

### **14. Parents' and students' responsibilities**

#### **14.1 Responsibilities of the parents**

As parents have unique knowledge of their child that can contribute to the child's learning success, they are expected to:

- disclose any previous formal educational-psychological evaluation at the time of admission to the Diploma Programme;
- update the educational-psychological evaluation when necessary and justified by the student's school performance to ensure the current evaluation reflects the student's current individual educational needs;
- participate meaningfully in the implementation of the individual educational plan of their child;
- provide a good and supportive learning environment at home;
- supporting the work of the school by showing active interest in their child's progress;
- provide any relevant documentation needed for inclusive assessment access arrangements.

## 14.2 Responsibilities of the students

As students should develop, among others, their proactivity, self-management skills and independence, they are expected to:

- express their needs regarding their education;
- cooperate with teachers to meet the learning goals set in the individual educational plan;
- ask for support if needed;
- complete the coursework to the best of their skills in the allocated time;
- reflect on their achievements and progress and the strategies used in teaching and their individual learning to evaluate how they have helped them to reach their learning goals.

## 15. Inclusion Policy review

All DP teachers are equally responsible for developing the policy, implementing it and introducing any necessary modifications. The DP Coordinator ensures that any new or updated documentation with regard to the Inclusion Policy provisions, which is published by the IB, will have its reflection in the school's operating policy. Also, each DP teacher's suggestions in this matter will be taken into account and discussed in terms of their relevance to this document. For the purpose of a regular review of the policy it has been agreed that the DP Faculty meets on a yearly basis to discuss how the policy is working and implement any modifications, if applicable. Also, the school SEN coordinator is responsible for providing up-to-date information to the DP Coordinator and DP teachers regarding any individual assessment needs and arrangements for either existing or new DP students.

## 16. Communicating the Inclusion Policy

The policy will be presented to all DP students by the DPC and the SEN coordinator at the beginning of DP Year 1 to ensure students that the school will support students with any individual special educational needs. The policy will be also communicated and explained to parents or legal guardians at the beginning of DP Year 1 at an information event. Similarly to other school documents connected with the Diploma Programme, Inclusion Policy will be made available to parents and students via mobiDziennik – the school's online register, which they can access with login details provided by the school.

### **17. Professional development for the staff**

All DP teachers undergo professional development training for the course they teach. Additionally, they receive development on strategies to recognize and meet special educational needs of students. The development with regard to SEN may be organized for teachers on the school premises by either the SEN coordinator, the school psychologist/counsellor or an outside training institution/company. Also, teachers are encouraged to attend workshops and conferences organized in this area outside the school.

### **18. Roles and responsibilities for training new teachers**

All new DP teachers are required to undergo training on the IB standards, practices and requirements with a practical insight into how they are implemented at the school. It is the DP Coordinator who is responsible for the general training (curriculum, assessment, ATLs, TOK integration etc., policies and other documentation) and if possible, the new teachers should be also trained by DP subject or core teachers in the specific requirements and practices. The new teachers are required to attend the first online workshop available provided by the IB Professional Development service. During the training, especially regarding the policies part, teachers are familiarized with the provisions of the Inclusion Policy, the local, national and international legal obligations on inclusion that must be respected as well as ways of requesting inclusive access requirements for students and the support from the IB in this respect. This part of the training is facilitated by the school's SEN coordinator.

### **19. Links to other school policies**

This policy has been produced in alignment with other school policies regarding the Diploma Programme and for any matters that are not specified herein the relevant policy should be referred to.

### **20. Final provisions**

For any matters not directly addressed herein, the current IB publications or relevant local, national or international documents pertaining to respecting students' individual educational needs should be referred to.