

## **IB DIPLOMA PROGRAMME**

# **INCLUSION POLICY**

This policy has been produced in alignment with:

- *Programme Standards and Practices* (IBO October 2018, last update April 2022)
- *Diploma Programme assessment procedures 2024* (IBO September 2023, last update May 2024)
- *Access and inclusion policy* (IBO September 2022, last update November 2023)
- *The IB guide to inclusive education: a resource for whole school development* (IBO 2015, last update November 2019)
- *Learning diversity and inclusion in IB programmes. Removing barriers to learning* (IBO January 2016, last update May 2020)

### **Table of contents:**

1. IB mission statement
2. IB learner profile
3. Purpose of the policy
4. Principles and terms
5. Candidates eligible for inclusive access arrangements
6. Barriers to learning, teaching and assessment
  - 6.1 Primary and secondary barriers
  - 6.2 Removing and reducing barriers
  - 6.3 Access to IB assessment
7. Responsibilities of the school
8. Responsibilities of the students
9. Responsibilities of the parents
10. Authorization of access arrangements for IB assessments
  - 10.1 Procedure and supporting documentation
  - 10.2 Anticipated and retake students
  - 10.3 Administration of access arrangements during examinations
  - 10.4 Rescheduling examinations
  - 10.5 Additional language learners
11. List of inclusive access arrangements requiring authorization
  - 11.1 Flexibility in duration

- 11.2 Flexibility in presentation of material and resources
- 11.3 Flexibility in response
- 11.4 Use of human assistance
- 11.5 Flexibility in equipment, setting or location
- 11.6 Reasonable adjustments
- 12. Arrangements not requiring authorization
  - 12.1 Flexibility in duration
  - 12.2 Flexibility in presentation of material and resources
  - 12.3 Flexibility in response
  - 12.4 Use of human assistance
  - 12.5 Flexibility in equipment, setting or location
- 13. Local, national and international legal obligations on inclusion that have to be met
- 14. Local, national and international legal requirements of teachers in meeting the needs of students
- 15. Use of individual educational plans
- 16. Procedures regarding confidential information
- 17. Professional development for the staff
- 18. Roles and responsibilities for training new teachers
- 19. Links to other school policies
- 20. Inclusion policy review
- 21. Access to Inclusion policy
- 22. Communicating Inclusion policy
- 23. Final provisions

## **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.
- **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.
- We recognize our interdependence with other people and with the world in which we live.

### 3. Purpose of the policy

The purpose of the policy is to stipulate the standards and best practices for learning, teaching and assessment in access and inclusion at Akademickie Dwujęzyczne Liceum Oxford Secondary School in Bielsko-Biała in order to enable students to participate fully in the Diploma Programme. It also lists the possible access arrangements the school may request at the IB for a student's examination session.

The school follows the whole-school approach to inclusion, where both the leadership and the teaching staff are involved in access and inclusion and are expected to create such learning conditions for their students that the students' individual needs are met and the barriers to learning are reduced or removed. The policy also states how support is provided to students in everyday teaching, learning and assessment or whenever any issues or challenges occur.

The policy does not cover adverse circumstances as such are unpredictable and may occur at any time during the study of the Diploma Programme, before or during IB examinations. The procedures on how to deal with adverse circumstances are described in the *Adverse circumstances policy* (IBO August 2021, last update June 2024). The adverse circumstances include medical conditions/illness such as injury, anxiety, exceptionally difficult family circumstance with occurrence up to three months before the IB examinations. A natural disaster is also considered as an adverse circumstance affecting the whole-school community.

### 4. Principles and terms

Inclusive access arrangements are intended to address the adverse effects of a student's long-term challenge(s) so that they can meet all assessment requirements leading to the award of the IB Diploma. If a challenge has been identified during the course of study of the Diploma Programme, the school will provide inclusive access arrangements for a student, and will ensure the arrangements are followed in the student's everyday study and during practice (mock) examinations. The access arrangements that are applied in learning and teaching in the programme should align with acceptable arrangements in the IB assessment context.

The following **terms** are used in the policy with reference to access and inclusion:

**Inclusion** "is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" (*Learning diversity and inclusion in IB programmes, 2016*).

**Barriers** "are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment" (*Access and inclusion policy, 2022*).

**Access** refers to providing equal educational opportunities in learning, teaching and assessment and other aspects of school life for all students with respect to the students' individual characteristics and needs (*Access and inclusion policy, 2022*).

**Access arrangements** are changes or alterations to learning, teaching and assessment in order to reduce or remove barriers to learning and support the student in meeting the learning expectations which are not lowered (*Access and inclusion policy, 2022*).

**Formative assessment** is an ongoing process embedded in the learning and teaching process, with the purpose of monitoring students' progress and guiding them in their learning by providing the students with constructive feedback. IB teachers are encouraged to use formative assessment instruments which will allow them to understand the student's strengths and identify opportunities for improvement.

## 5. Candidates eligible for inclusive access arrangements

As specified in the *Diploma Programme Assessment Procedures* (IBO, 2024) candidates with the following special educational needs are eligible for inclusive access arrangements:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- long-term medical and/or mental health challenges (with onset or occurrence more than three months before the intended examination session)
- additional language learners.

## 6. Barriers to learning, teaching and assessment

### 6.1 Primary and secondary barriers:

- additional language (first or best language is not the language of instructions)
- cultural differences (social communication, unfamiliar environmental context)
- hearing (mild, moderate or severe hearing loss)
- intellectual exceptionalities (cognitive delays, gifted and talented)
- movement and coordination (fine motor skills, neurological such as cerebral palsy, oral or verbal, physical or spatial)
- medical (asthma, cancer, IBS, diabetes, epilepsy, muscular dystrophy, rheumatism)

- mental health (anxiety, depression, eating disorder, OSD, post-traumatic stress)
- numeracy (mathematical anxiety, numerical operations/mathematical fluency)
- processing (attention and executive processing, auditory processing, information processing, language processing, long-term retrieval, scotopic sensitivity, short-term memory, visual-motor, visual-spatial, working memory)
- reading (reading comprehension, reading fluency)
- seeing (blindness, colour blindness, low or partial vision, Nystagmus)
- social-emotional (emotional disturbances e.g. depressive or stress, gender identity related, neurodevelopmental e.g. autism or Asperger, sexuality related, withdrawal/isolation)
- speech and language (expressive language, receptive language, stammer/stutter)
- writing (handwriting / typing speed, spelling (dyslexia), written expression/fluency).

## 6.2 Removing and reducing barriers

Once a student is enrolled in Akademickie Dwujęzyczne Liceum Oxford Secondary School in Bielsko-Biała, it is the school's paramount principle to meet the student's learning and developmental needs. School is responsible to provide access to learning and teaching and assessment with suitable access arrangements. The key to identifying the needs of individual students are observations in the classroom, information from past teachers, parents/legal guardians or students themselves about the challenges identified so far - all combined with reports from professionals such as psychologists, doctors etc.

The inclusive access arrangements provided for a student must:

- be based on the principle of optimal support which involves accurate planning what the student requires exactly;
- be drawn from teacher observations in the classroom;
- be put in place as soon as the need for additional support is identified;
- be in place throughout the course of learning and teaching, including for all formative assessments;
- be individualized, monitored and evaluated to continue to deliver the optimal level of support;
- be based on current, not past, requirements;
- be considered in line with the eligibility criteria for inclusive access assessments in the IB *Access and inclusion policy*;
- be strictly based on individual requirements;
- be considered in instructional planning as part of universal design for learning (UDL).

In some instances, a student may require an access arrangement for one subject but not another, and this must be reflected in the optimal support given to the student at the school.

A student's access requirements may change over the course of their study - their challenge or condition may worsen or improve, and therefore inclusive access arrangements provided for a student need to be monitored and evaluated on a regular basis. The school evaluates formally the provision of inclusive access arrangements for its students every semester.

### **6.3 Access to IB assessment**

All access assessments planned for a student for IB assessments are consistent with the *Access and inclusion policy* (IBO, 2022). In case the school intends to plan for a student an access arrangement for IB assessments that does not comply with the IB policy, for instance when these are requested by parents/legal guardians, the school must consult the IB first.

Only in exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working with the student and/or that have been put in place to support the student only in the last six months of study, just prior to the examinations.

Exceptions are a very last resort and must only be applied in exceptional cases.

All students, including students with specific learning challenges, are required to study two languages, without any exceptions.

The access arrangements must not give the student an undue advantage in any assessment.

A school must not communicate with an examiner about a student's learning support requirements.

All examinations must be invigilated according to the regulations governing the conduct of examinations for the Diploma Programme.

## **7. Responsibilities of the school**

- It is the responsibility of the school to meet the student's learning needs and provide them with suitable access arrangements for learning, teaching and assessment.
- Careful consideration should be given to a student's choice of subjects.
- It is essential that the DP coordinator consults all teachers concerned at an early stage in a student's study of the Diploma Programme.
- The inclusive access arrangements provided to a student must be planned in advance to give them ample time to learn to use them effectively during classroom activities.
- The inclusive access arrangements provided for a student must be carefully individualized, planned, monitored and evaluated.



- The inclusive access arrangements that are requested should be a student's usual way of working. The DP coordinator must ensure that a student is, or becomes, familiar with those arrangements.
- All requests for inclusive access arrangements submitted by a DP coordinator must have the support of the head of school.
- Before submitting the request for inclusive access arrangements to the IB, the school must obtain a consent from the student (provided that they are at the age of consent in Poland, which is 18) or their parents/legal guardians.
- A request for inclusive access arrangements must be submitted on behalf of a candidate by the DP coordinator using the online request form.
- The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement.
- The school is responsible for making all arrangements for assistive technology that may be used for a student's learning and assessment.
- The school must not inform an examiner about a candidate's personal circumstances, disability, medical condition or learning support need of any kind.

## **8. 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, if applicable;
- 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.

## **9. 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, if applicable;
- provide a good and supportive learning environment at home;
- support the work of the school by showing active interest in their child's progress;
- provide any relevant documentation needed for inclusive access arrangements.

## 10. Authorization of access arrangements for IB assessments

### 10.1 Procedure and supporting documentation

All requests for access arrangements for IB assessments must be:

- based on the usual way of learning and teaching in the classroom,
- in line with the eligibility criteria stated in the *Access and inclusion policy (2022)*,
- submitted along with supporting documents as evidence,
- submitted by the deadline stated in Assessment procedures, which in case of the Diploma Programme is 15 November - six months prior to the May examination session.

All requests for inclusive access arrangements must be submitted online and must specify exactly which arrangements are being requested.

The responsibility for submitting the application for inclusive access arrangements on behalf of the student lies with the coordinator. Every request for inclusive access arrangements must have the support of the head of school.

The school must acquire **consent** from either the student, if they have reached the age of 18, or from the student's parents/legal guardians before submitting the necessary documentation to the IB. The school must inform all parties who give consent for the submission of documents to the IB that if a student transfers to another IB school for their examinations, the online application request for inclusive access arrangements, along with supporting documents including authorization if applicable, will be visible to the coordinator of the new school. If the student and their parents/legal guardians wish to withdraw the request for inclusive access arrangements before a transfer, they must notify the school about it. Both the coordinator of the current school and the coordinator of the new school must then inform the IB in writing.

When requesting access arrangements for IB authorization, two types of **supporting documents** are mandatory:

- an official report (a psychological/medical report or evidence from a language test for additional language learners),
- educational evidence from the school.

**a) psychological/medical reports**

- must be completed within three years of the intended examination that the request relates to and dated;
- for students dealing with permanent sensory and/or physical challenges the IB may be flexible with the date of medical reports;
- it is required that a psychological/medical report has been written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences;
- student's relatives cannot be involved in writing the report;
- the school has the option to utilize online standardized psychological tests provided that staff members are qualified to administer them;
- reports sourced from external professionals must be clear, presented on official letterhead, and contain the evaluator's title, name and professional credentials; if not written in English, they must be accompanied by a translation into English.

**b) language test reports**

- the language test for additional language learners must be conducted no earlier than one year before an IB assessment and dated;
- reports for additional language learners must include the standardized language test used, the language proficiency and performance benchmark results from the testing.

**c) educational evidence**

- it can take the form of a letter or observational report from either the coordinator and/or the student's subject teacher(s), highlighting any observed classroom challenges, along with a summary of the accommodations made for the student's learning and assessment;
- it can be a detailed educational plan for the student;
- it can be a sample of work completed under timed conditions without the requested access arrangements, such as additional time or the use of assistive technology like a word processor with spellchecker.

In Poland the following documents are regarded as legally binding:

- medical statements or certificates issued by a specialist who has identified a long-term challenge - they include the name of the challenge and the access arrangements that are to be put in place for the student;
- psychological and pedagogical report issued by a psychological and educational counselling centre, and stating the challenge identified during testing along with access arrangements and recommendations for work with the student in the classroom;
- individual learning plans created by the school special educational needs coordinator in cooperation with the teaching staff on the basis of the above-mentioned document.

The decision on authorization of the requested access arrangements is sent to the DP coordinator.

If the school wishes the IB to review its decision regarding the authorization of access arrangements for a student, a request for re-evaluation must be submitted within one month of receiving the IB's decision and be supported with justifiable evidence for altering or adding access arrangements for the student. It will take a minimum of four weeks to be processed by the IB.

### **10.2 Anticipated and retake students**

For anticipated and retake students, all approved inclusive access arrangements (except those for additional language learners) apply to all future examination sessions.

Only in exceptional circumstances would changes to authorized arrangements be made for retake students.

If a student's registration is deleted after inclusive access arrangements have been approved, the school must re-apply for these arrangements, as the original authorization becomes invalid.

For anticipated students, access arrangements must be considered throughout the entire programme for teaching, learning and IB assessments in all subjects. Requests for access arrangements must be made for all subjects, not just the ones the student is registered for in the anticipated session. Failure to do so will affect authorization of access arrangements.

### **10.3 Administration of access arrangements during examinations**

The school is responsible for the following with regard to access arrangements during IB examinations:

- making all arrangements for the approval and appointment of individuals needed to support an access arrangement (such as a prompter or reader) and paying the expenses pertaining to providing this support;

- organizing all assistive technology necessary for access to learning, teaching and IB assessments and the cost of this;
- ensuring that all authorized equipment (such as a Braille machine or computer software) functions properly, and that there is a staff member familiar with its use;
- ensuring that the student is acquainted with any assistive equipment or software requested as part of an inclusive arrangement;
- if human support such as access to a reader is required, the student must practise with the person acting in this capacity prior to the examination.

#### 10.4 Rescheduling examinations

If students have been authorized additional time as an access arrangement, the school is obligated to reschedule exams if the total duration of examinations in a single day exceeds 6 hours and 30 minutes.

In line with the process stated in the *IB Assessment procedures* the school must request rescheduling at the IB.

#### 10.5 Additional language learners

According to the *IB Access and inclusion policy*, “additional language learners are students whose current course of study and assessment is delivered in a language that is not their first or best language and whose language ability is below the level that is deemed linguistically competent” (IBO, 2022).

The eligibility for inclusive access arrangement is determined by standard scores on a standardized language test, administered not earlier than one year before the intended examination that the request relates to. This test evaluates proficiency in speaking, listening, writing, and reading in the language of response and demonstrates that the language test score falls below the linguistically competent level, for example CEFR B2.1 and below (whereas B2.2/B2+ are considered as "competent").

### 11. List of inclusive access arrangements requiring authorization

#### 11.1 Flexibility in duration

##### - Additional time

It may be applied for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge due to which additional time is required. 10%, 25% or 50% additional time may be authorized.

Requests for additional time are processed on the basis of the eligibility criteria outlined in the *IB Access and inclusion policy*.

For students facing physical, sensory or psychological/medical challenges where standard scores aren't applicable, the standard 25% additional time would be applicable.

However, if the severity of the challenge is clearly documented, the IB requires educational evidence showing that the request for 50% additional time was considered after a consistent observation that the standard 25% wasn't adequate for the student to engage with classwork, tests, and practice exams.

For any request for additional time where the amount of additional time requested does not meet the eligibility criteria stated in the *IB Access and inclusion policy*, the school will provide evidence of having supported the student using the amount of time as per IB criteria and articulate the reasons why it was not the optimal support and a detailed teacher observations on the above.

- **Additional time for oral examinations (25%)** - available for oral examinations including in the core subjects; it is applicable to both preparation and delivery of the oral examination and can be split between the two.
- **Additional time for mathematics - applicable to mathematics and subjects that require mathematical calculations (25%)** - only applicable to students with challenges in mathematical operations; not applicable to students who require additional time for all subjects.
- **Additional time for listening in listening comprehension (25%)** - for students with a mild or modern hearing condition or auditory processing disorder due to which the student would require additional time for listening and there is no other request for additional time.
- **Deferral**

It may be applied for IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty that would require the student to defer the examination to the next or a future session.

Deferral of one or more subjects to the next or a future examination session may be possible for a student if their study has been greatly affected during the programme or deferral gives better access to the programme as it allows them to complete the requirements over a longer period.

The formal request for deferral can only be made to the IB after registration for the examination session.

In exceptional instances, a request can be made to support an extension of the duration of the programme for a student. The school can request that the IB allow the student to

take their assessments in some subjects in one session and the rest of the subjects in a later session. Such requests will be processed on a case-by-case basis and will require supporting evidence.

- **Extensions to IB submission deadlines**

It may be applied for IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty that requires this arrangement.

A request for an extension to a deadline must be received by the IB before the normal submission deadline. An extension to a deadline will not be authorized retrospectively.

### 11.2 Flexibility in presentation of material and resources

The following access arrangements may be used with regard to material and resources or reception of content for:

- **Modified paper-based examinations** (it may be applied for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way working).
- **Text of audio content, not applicable to listening comprehension** (it may be applied for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way working).
- **Image descriptions or other adaptations to questions, for total or severe visual impairment** (it may be applied for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way working).
- **Adaptation to questions due to colour blindness** (it may be applied for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which the access arrangement is required and is the usual way working).
- **Reader** (it may be applied for learning and teaching and IB assessments for students with a medical, physical, or sensory condition due to which a student either cannot read or has difficulty in reading; it is available for listening comprehension examinations).
- **Reading software** (it may be applied for learning and teaching and IB assessments for students with a medical, physical, or sensory condition due to which a student either cannot read or has difficulty in reading).

- **Reading pen** (it may be applied for learning and teaching and IB assessments for students with a medical, physical, or sensory condition due to which a student either cannot read or has difficulty in reading).
- **Script reader (for lip reading) for listening comprehension examination in DP** (it may be applied for learning and teaching and IB assessments for students with a mild or moderate hearing condition that requires the student to lip read).

### 11.3 Flexibility in response

The following access arrangements may be used with regard to flexibility in response:

- **Word processor** (it may be applied for learning and teaching and IB assessments for students with a physical/medical or sensory condition due to which a student requires this access arrangement).
- **Scribe** (it may be applied for learning and teaching and IB assessments for students whose handwriting is largely illegible to someone who is not familiar with it, or for students with a medical, physical or sensory condition).
- **Speech recognition software** (it may be applied for learning and teaching and IB assessments for students whose handwriting is largely illegible to someone who is not familiar with it, or for students with a medical, physical or sensory condition).
- **Graphic organizer** (it may be applied for learning and teaching and IB assessments for students with a medical, physical or sensory condition).
- **Four-function calculator** (it may be applied for learning and teaching and IB assessments for students with low mathematical fluency, a standard score of 90 or less).
- **Text to speech** (it may be applied for learning and teaching and IB assessments for students with a challenge in speech that requires the student to use this assistive technology for the oral component of the course).
- **Transcriptions** (it may be applied for learning and teaching and IB assessments for students with a medical, physical or sensory condition that causes difficulties in accessing scantron (bubble sheets) answer sheets).
- **Talking calculator** (it may be applied for learning and teaching and IB assessments for students with a medical, physical or sensory condition that causes difficulties in accessing standard calculators).

### 11.4 Use of human assistance

The following access arrangements may be used with regard to human assistance with IB authorization:



- **Reader** (described in *11.2 Flexibility in presentation*).
- **Script reader** (described in *11.2 Flexibility in presentation*).
- **Scribe** (described in *11.3 Flexibility in response*).

### 11.5 Flexibility in equipment, setting or location

The following access arrangements may be used with regard to flexibility in equipment, setting or location:

- **Alternative venue (away from school) for IB examinations** (may be permitted for IB assessments for students with a physical, sensory, psychological/medical challenge or any difficulty due to which this arrangement is required).

### 11.6 Reasonable adjustments

Any flexibility made to learning, teaching, and assessment that are not included in the standard list of inclusive access arrangements, called reasonable adjustments, are tailored to each student based on their specific needs, working methods, strengths, and challenges. The school must first consult with the IB and the IB will collaborate with the school to approve the most appropriate, supportive, fair, and optimal reasonable adjustment.

## 12. Arrangements not requiring authorization

Some access arrangements are permitted in examinations at the discretion of the coordinator (or head of school), without prior authorization from the IB.

### 12.1 Flexibility in duration

- **Extensions to homework and assignment deadlines** (only for learning and teaching, not applicable for IB assessments).
- **Rest brakes** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which rest brakes are required; in justified cases related to the student's health condition, it is possible to take breaks from work during the examination after previously determining the number and length of these breaks (10 minutes break per hour is suggested); rest breaks must be supervised to ensure that the security of the examination is maintained - there must be no communication with, or disturbance to, other students; for a student with diabetes, a rest break can be provided to check blood sugar or to take food or drink).

## 12.2 Flexibility in presentation of material and resources

- **Vision aids and devices** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this access arrangement is required and is the usual way of working).
- **Hearing aids and devices, without Bluetooth** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this access arrangement is required and is the usual way of working).
- **Memory devices, organizers, written list of instructions and other visual aids** (only for learning and teaching, not applicable for IB assessments).
- **Sign language interpreter** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this access arrangement is required and is the usual way of working).
- **Designated person for colour naming, for colour blindness** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this access arrangement is required and is the usual way of working).
- **Audio recordings for texts and lessons** (only for teaching and learning, not applicable for IB assessments).

## 12.3 Flexibility in response

- **Verbatim transcript of student responses in oral examinations - speech** (may be permitted for learning and teaching and IB assessments for students with a physical, psychological/medical or sensory condition due to which this access arrangement is required; in this case the school must inform the IB about this arrangement, even though authorization is not required).
- **Audio recording of responses** (only for learning and teaching, not applicable for IB assessments).

## 12.4 Use of human assistance

- **Care assistant** (may be permitted for learning and teaching and IB assessments for students with a sensory or medical challenge or any other difficulty that requires a care assistant).

- **Practical assistant** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty that requires a practical assistant).
- **Prompter** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty that requires a prompter).
- **Communicator to clarify instructions or directions** (may be permitted for learning and teaching and IB assessments for students with a sensory or medical challenge that requires a communicator).
- **Designated person for colour naming** (may be permitted for learning and teaching and IB assessments for students with colour blindness).
- **Designated person reading aloud, or oral language modifications** (only for learning and teaching, not applicable for IB assessments).
- **Sign language interpreter** (only for learning and teaching, not applicable for IB assessments).

### 12.5 Flexibility in in equipment, setting or location

- **Separate room, within the school, for class tests and IB examinations** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this arrangement is required);
- **Specific seating location** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this arrangement is required).
- **Special lighting** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this arrangement is required).
- **Noise-cancelling headphones** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this arrangement is required).
- **Adapted desk or seat** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this arrangement is required).

- **Medical aids and equipment** (may be permitted for learning and teaching and IB assessments for students with a physical, sensory, psychological/medical challenge or any other difficulty due to which this arrangement is required).
- **Small-group setting** (only for learning and teaching, not applicable for IB assessments).

The exact criteria for eligibility for access arrangements are listed in the *IB Access and inclusion policy* (IBO, 2022).

### **13. 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 and the relevant laws and ordinances issued by the Polish Ministry of Education.

### **14. 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 differentiate learning, teaching and assessment in order to meet their students' individual learning needs, and planned their teaching process in a way that supports students in achieving their learning goals and making progress. All teachers are equally responsible for this and are expected to adjust learning, teaching and assessment to the current needs of the student.

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

Individual educational plans (IEPs) might be 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. Teachers' observations play 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 DP coordinator contacts other teachers and the school SEN coordinator (special educational needs coordinator) or the school psychologist/counsellor, and subsequently, a meeting is called to discuss the student's current

educational 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 DP coordinator and the SEN coordinator to discuss the individual needs of their child and decide on 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, the student may be referred for psychological-educational testing and on the basis of the psychological-educational evaluation provided by an outside institution (most often a local psychological and educational counselling centre) an Individual Educational Plan will be developed for the student. The IEP specifies the student's learning goals, includes information from observations, student's interests, learning approaches, strengths and challenge areas. The purpose of IEP is to document the student's individual educational needs and ensure a common understanding of their learning profile among teachers, parents, other 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, any student's parents/legal guardians may ask the school for support in case they observe any challenges or difficulties their child experiences in their learning.

## **16. Procedures regarding confidential information**

The School treats all information about a student as confidential. When required, information will only be shared with the IB with relation to the request for inclusive access arrangements.

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 students' special educational needs and inclusion access arrangements is regarded as confidential and safeguarded from the time of admission to the school, or recognizing a special need or learning difference. First of all, anyone who has access to the documentation in both printed and digital form is obliged not to pass it on to anybody else who is not involved in planning and 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 the school administrative office with access for the support staff relevant to the student issue. Also, any student cases shall be discussed in private.

## **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 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, new teachers should be also trained by DP subject or core teachers in the specific requirements and practices. New teachers are required to attend an online workshop or a virtual workshop provided by the IB Professional Development service. During the training, especially regarding the policies part, teachers are familiarized with the provisions of the school Access and inclusion policy, the local, national and international legal obligations on inclusion that must be respected, as well as ways of requesting inclusive access arrangements for students and the support from the IB in this respect. This part of the training is facilitated by the school's SEN coordinator.

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

This policy has been produced in alignment with the school Assessment policy, Language policy, Academic integrity policy and Access and admission policy. For any matters that are not specified herein the relevant policy should be referred to.

## **20. 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 access and inclusion, 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 (preferably in late spring) 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 learning, teaching and assessment needs and recommended access arrangements for either existing or new DP students.

Any necessary changes to this document, which have been introduced during the annual general meeting, will come into effect from 1 September the following school year. Yet in order to introduce any urgent amendments, a special meeting can be summoned at any point in the school year. The last review meeting was held on May 6, 2024.

## **21. Access to Inclusion policy**

The policy may be accessed on the school's website, via the school's e-register mobiDziennik as well as on the school premises – at the secretary's office, at the head of school's office, and at the DP Coordinator's office. In an electronic version it is stored for the school community reference on a shared Google cloud named 'IB Diploma Programme.'

Whenever the policy is updated, a new version is made available in the above-mentioned places.

Before submitting an application form to the Diploma Programme both the candidate and their parents/legal guardians are expected to become familiar with the rules stipulated within this policy.

At the start of the Diploma Programme both DP students and their parents/legal guardians sign a statement that they have read and understand the inclusion policy along with other school policies and regulations concerning participation of students in the Diploma Programme.

## **22. Communicating Inclusion policy**

The policy will be presented to all DP students by the DP coordinator 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/legal guardians at the beginning of DP Year 1 at an information event. Similarly to other school documents connected with the Diploma Programme, the 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.





Akademickie Dwujęzyczne Liceum Oxford Secondary School  
w Bielsku-Białej



IB World school No. 061648

### **23. Final provisions**

For any matters not directly addressed herein, the current IB publications, especially the *IB Assessment procedures* and *Access and inclusion policy*, or relevant local, national, international documents pertaining to access and inclusion in education should be referred to.