



INCLUSION POLICY

SEPTEMBER 2021

LEARNER PROFILE

The aim of the 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 own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



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.

SCHOOL'S MISSION STATEMENT

The major educational objective within the scope of the school's actions is the pursuit of versatile students' development achieved through a harmonious realization of teachers' tasks concerning the curriculum, skills training and pedagogical activity.

Striving for universal growth of the students, the school undertakes many educational and pedagogical programs which:

1. strengthen open-mindedness and tolerance but at the same time underline student's own identity based on the cultural heritage of their motherland;
2. develop general knowledge and practical skills as well as the capability of understanding and defining the changing reality;
3. foster the bold search for the new and unknown but also the loyalty to the ethical principles.

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PRINCIPLES

- All students are valued and equally treated.
- Teachers believe in each and every student's ability to learn and thrive in our school environment.
- Diversity is understood to include all members of a community.
 - Learning is student-centred and fosters independence and critical thinking.
 - The school processes enable all students to realize their full potential in a student-friendly learning atmosphere.
- Teaching and learning addresses the diversity of student needs taking into account student's values, abilities and prior knowledge.
- All students are offered support by a network of psychologists, teachers, and IB coordinator who follow each student's progress closely and support any student who might be struggling academically or socially.

INCLUSION

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

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

INCLUSIVE ACCESS ARRANGEMENTS

Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.

The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB, they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

IDENTIFICATION AND PROVISION

Students who have, or are suspected to have, learning support requirements or/and assessment access requirements will be identified through the following:

- Referrals directly from teachers;
- Information, concerns or direct referrals from parents;
- Information and concerns expressed by students;
- Counselling by the school psychologist and/or counsellor;
- Further investigation i.e. appropriate screening and assessment, in an educational context, will take place to establish the extent of the student's difficulties and appropriate action, based on the findings, put in place to support the student's needs.

When a potential learning challenge is identified by teachers or communicated by the student or his/her parents, these are addressed by appropriate differentiation within the classroom. In a differentiated classroom teachers differentiate the teaching-learning process as well as assessment.

Any adjustments made to teaching and learning and any other support the school provides are discussed in advance with parents and students and their wishes are considered.



EXAMPLARY CHALLENGES

Educational support may be provided for students affected by the following disabilities, illnesses and learning difficulties:

PHYSICAL CHALLENGES

- fine motor challenges
- cerebral palsy
- muscular dystrophy

COMMUNICATION AND SPEECH DIFFICULTIES

- specific language impairment (receptive or expressive)
- auditory processing difficulties
- fluency disorders (stuttering/stammering)
- verbal dyspraxia / apraxia

SENSORY CHALLENGES

- hearing impairments
- visual impairments

SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

- attention deficit
- hyperactive disorder
- personality disturbances
- emotional disturbances (eating disorders, depression, excessive stress reaction)

MENTAL HEALTH CHALLENGES

- depression
- anxiety
- obsessive compulsive
- post-traumatic stress

OTHERS

- autism spectrum
- asperger's Syndrome
- pervasive developmental disorders

MEDICAL CHALLENGES

- diabetes
- cancer
- asthma
- cystic fibrosis
- epilepsy
- rheumatoid conditions



POSSIBLE FORMS OF SUPPORT PROVIDED BY THE SCHOOL MAY INCLUDE:

- classroom support for students with learning support requirements i.e. enrichment activities, classroom accommodations, small group instruction, or one-on-one support, depending on what all stakeholders agree upon;
- additional support outside of the classroom to meet academic, social or behavioural needs.
- when possible, co-teaching will be used as a strategy to meet learning support requirements.
- psycho-pedagogical support available to all students (school counsellors, school psychologists).
- developing an Individual Learning Plan (ILP) for students with learning support requirements.
- adjustment of school internal calendar deadlines to support the ID BP students in meeting the full diploma objective.

FURTHERMORE:

- all teachers receive IB training to promote understanding of the IB philosophy, the school's IB policies, and components of the IB programs;
- staff development and collaboration is encouraged and supported;
- devotion of time for horizontal and vertical collaboration on curriculum, assessment, student learning and plans for differentiation;
- IB MYP teachers are "teamed" with teachers of other subject areas who teach the same group of students to allow for conversations regarding individual student progress and strategies for differentiation.

If despite receiving all possible support from the school a student makes little progress or shows signs of difficulty in developing key skills, external support is sought. Such support may be provided by outside health, psychology or educational professionals. In such cases an Individual Educational Plan may be developed for the student. The Individual Educational Plan will be communicated to the teachers by the IBO coordinator.

REQUESTS FOR INCLUSIVE ACCESS ARRANGEMENTS

Any inclusive access arrangements must have the support of the head of the school and the candidate's / legal guardian's consent for such a request must be obtained.

Requests for inclusive access arrangements must be submitted six months prior to an examination session, that is by 15 November, with the exception of MYP candidates with total vision impairment and hearing challenges who are taking the MYP eAssessment which must be submitted no later than one year before the examination session.

Access arrangements are based on a candidate's current access requirements. The coordinator must therefore justify that access arrangements are necessary for the current assessment. For this reason, the supporting documentation (a medical or psychological evaluation report) must have been undertaken and dated within three years of the intended examination session. Some flexibility will be allowed with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges.

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application "Request for inclusive access arrangements"

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.

All supporting documentation must:

- be legible, on a document with a letterhead, signed and dated
 - state the title, name and professional credentials of the person(s) who has undertaken the testing
 - state specifically the tests or techniques used
 - be consistent with the coordinator's request for access arrangements
 - be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.
- Furthermore, all psychological/psycho-educational reports must:
- state the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
 - report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment.

Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested

EXAMAPLES OF INCLUSIVE ACCESS ARRANGEMANTS NOT REQUIRING IB AUTHORISATION

- a separate room
- an appropriate sitting plan
- a candidate who normally uses an aid (e.g. a coloured overlay, a Braille slate, a hearing aid, or a magnifying aid) is allowed to use the aid in examinations
- for a candidate with hearing challenges, a communicator may be used
- rest breaks if required to do so due to medical, physical, or other conditions
- a prompter

EXAMPLES OF INCLUSIVE ACCESS ARRANGEMANTS REQUIRING IB AUTHORISATION

- acces to modification in the presentation of the examination
 - access to alternative font and/or text/background colour (MYP only)
 - access to modified papers and examination papers in Braille (DP only)
- access to additional time
- access to writing
 - a scribe
 - a word processor (DP only)
 - a word processor with a spellchecker (DP only)
 - speech recognition software
 - transcriptions
- access to reading
 - reader
 - reading software (DP only)
 - examination (reading) pen
- access to speech and communication
 - sign language ingterpreters
 - augmentative communication device
- access to practical assistance
- access to calculators
- access to extension to deadlines
- access to deferral of external assessment
- additional opportunities to retake exams
- access to alternative venues
- access to reasonable adjustments

ACCESS AND INCLUSION

- Long-term challenges that affect a candidate
- Access arrangements put in place to remove barriers and help participate in teaching and learning
- Access arrangements requested must be based on principle of optimal support—no more or no less than required for the candidate
- Access arrangements requested must be usual way of working during teaching and learning

Long-term challenge

A candidate has a long-term health challenge that causes her pain in her wrists when writing. She uses a word processor in class to take notes and write assignments. She will need this inclusive access arrangement for her exams, and her coordinator will need to request this through IBIS before the deadline of 15 November for May session exams.

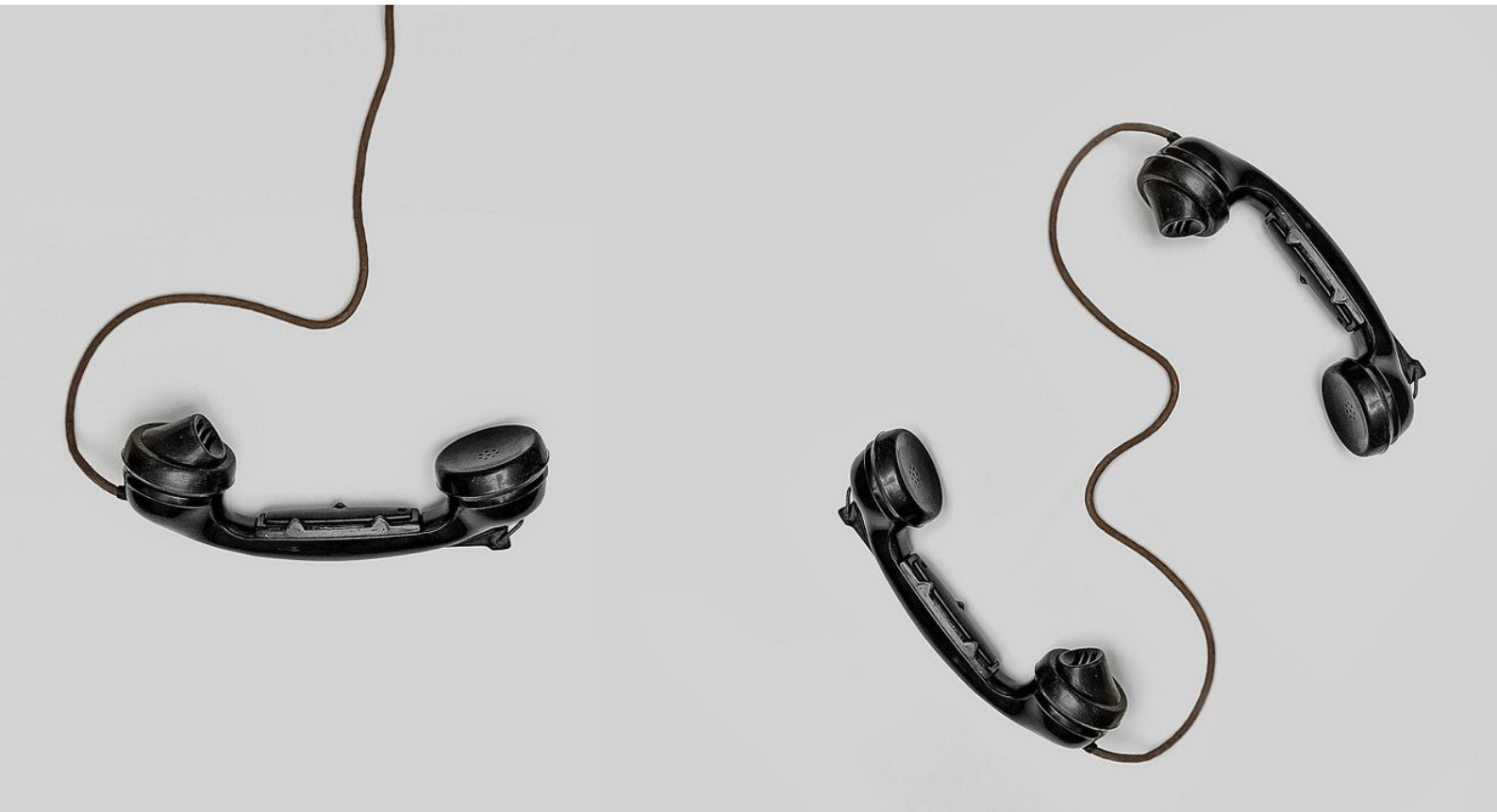
ADVERSE CIRCUMSTANCES

- Unforeseen circumstances beyond the control of the candidate, that may be detrimental to their performance
- May include medical conditions/illness with onset or occurrence up to three months before the IB examinations offered in May/November—such as injury, severe stress/anxiety, exceptionally difficult family circumstance and bereavement
- May also include events that affect the whole school community, such as a natural disaster

EXAMPLE

Unforeseen challenge

Two months before the exam, a student has had an injury during skiing and needs surgery for her legs and dominant right hand. During the IB examinations, her hand is in a cast, she has pain in her legs and can only walk with support. The coordinator must request the support of a scribe during the examinations. Rest breaks would also help the student. This is a short-term injury or challenge, so this support should be requested through adverse circumstances (using the Candidate(s) affected by adverse circumstances form).



COMMUNICATION

The school ensures that any parent, student, teacher or community member has the ability to access the Inclusive Education Policy. Parents also have access to additional resources offered to school by the national system and its regulations.

All IB faculty staff at the initial meeting with the school psychologists and counsellor at the beginning of the school year will be given information regarding any issues raised by students or parents as far as learning support requirements are concerned. A copy of the policy is also made available in print in the school library.

The IB staff of II Liceum Ogólnokształcące in Białystok and Szkoła Podstawowa Nr 53 z Oddziałami Dwujęzycznymi in Białystok will review this policy biannually and make any necessary changes and modifications as needed.

LANGUAGE LEARNERS

Language learners are diverse in the ways they learn and approach instructional materials and tasks. They have their own individual learning strengths, interests, preferences and challenges in parallel to their needs as language learners. This means that the design of instructional materials and activities should allow for the learning goals to be achievable.

In a language classroom, students can exhibit functional diversity or variability in seeing, hearing, speaking, moving, reading, writing, understanding the language of instruction, attending, organizing, engaging and remembering. Students' functional diversity, as well as cultural and linguistic backgrounds should be taken into account not only during language lessons.

Some students, despite appearing to speak well, may not have the same levels of understanding. Other students appear to be functionally multilingual but turn out not to have a strong home language and language transfer and acquisition is affected. Image and self-identity is threatened when we cannot express ourselves. Moving beyond labels to remove barriers to learning, we are left voiceless with no apparent sense of humour or understanding of the language or context.

During teaching and learning, teachers working with language learners should select purposeful and authentic input that does not only focus on the linguistic information but should encompass different communicative modes. Language learners exhibit functional diversity and rely on preferred communicative modes that are different to those that pose a problem due to a specific diversity type (sensory, behavioural, or organic). Therefore, students also need to be assessed according to the diverse ways in which they perceive and make meaning, communicate and develop their social and linguistic abilities. A universal design and multimodal approach to language teaching and learning is recommended as it has the whole range of communicative modes at its base for both learners and teachers to work with, be it as input sources, task development options or possible output formats. This approach also makes it possible for students to draw on their own language repertoires and use them in the additional language they are learning, thus maximizing meaning-making from the different learning opportunities they will encounter.

GIFTED AND TALENTED

Students identified as expert learners, highly able, gifted and talented, or exceptionally able, may be globally gifted, gifted in specific areas or indeed be gifted in some areas but experience learning challenges in other areas. This document uses the term “gifted and talented” for ease of reading.

All talents need to be encouraged, nurtured and extended and students need to be challenged to think laterally about complex ideas, issues and situations even when a student is receiving learning support in other areas. Optimal learning occurs when gifted and talented students learn from, and alongside “intellectual as well as age and stage appropriate peers” (Smith 2006). Teaching considers prior knowledge and interests, affirms identity and addresses physical, social and emotional aspects of learning. Creating opportunities for extension may include acceleration, increasing depth of learning and collaborating with external specialists. This may well involve seeking out and working with local universities, local Teaching strategies organizations or online providers. Curriculum and learning choices should be made in collaboration with the students and their parents.

The document was based on:

Access and Inclusion Policy November 2018

The IB guide to inclusive education: a resource for whole school development 205 / updated November 2019

Learning diversity and inclusion in IB programmes January 2016 / update May 2020

Meeting student learning diversity in the classroom December 2019

Supporting your candidate: Adverse circumstances or access and inclusion 2019

