



INCLUSION POLICY in the Diploma Programme

The International School of Poznań IB World School no.002709

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. (taken from the International Baccalaureate Organization, 2017)

Following the IB philosophy, the teaching staff of the International School of Poznań all strive to promote the following attributes in our students:

IB Learner Profile

- 1) **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.
- 2) **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.
- 3) **Thinkers**-We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, critical decisions.
- 4) **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.
- 5) **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.
- 6) **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.
- 7) **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.
- 8) **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.
- 9) **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.
- 10) **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.

(taken from the International Baccalaureate Organization, 2017)

OBJECTIVES OF THE INCLUSION POLICY

The International School of Poznań recognizes among its students various individual talents, interests, cultural backgrounds as well as needs which may include, but are not limited to specific learning disabilities, communication and speech difficulties, cultural, social, emotional and behavioural difficulties, physical or medical challenges. Thus, it is only natural that the School supports the policy of the International Baccalaureate Organization regarding students with learning support requirements and assessments access requirements specified in the document "Access and inclusion policy" (IB, published Nov., 2018).

The main aim of the Inclusion Policy is to engage all stakeholders in an effort to accomplish the following objectives:

- support candidates with exceptional needs in taking advantage of the curriculum offered by the school
- encourage candidates to play an active and conscious role in their learning process with reference to the IB Learner Profile
- determine responsibilities of all stakeholders and engage them in creating equal opportunities for students with exceptional needs
- create an atmosphere of inclusion, open-mindedness and mutual respect in learning and teaching processes

This document is designed to inform stakeholders of the strategy the International School of Poznań adopts to embrace learning diversity and inclusion in the IB DP programme.

Admission Policy for students with special education needs

To help accommodate young learners in our school and make sure that the School is able to provide for the wellbeing of particular students, we expect parents/guardians to supply all vital information that can help us identify students' talents and needs. Adequate information will enable the School to consider any such requirements in a professional and apposite manner. However, in certain cases the School may not have the necessary resources or expertise required and thus may not be able to meet the needs of exceptional candidates applying to be admitted. All applications are therefore evaluated individually.

Consequently, the School retains the right to refuse admission or further education to a student in situations where the School cannot successfully fulfil the student's special needs.

Reasonable efforts will be made to ensure adequate learning provisions for a student with special educational needs. However, the School cannot compromise academic standards and programme requirements in order to adjust for all learning needs.

To maintain high and rigorous standards of IB DP all "**arrangements requested for a candidate**", either during the course of study or in the examination room, **must not give the candidate an advantage in any assessment**". The inclusion arrangements "**are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme. In the case of internal assessment, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties**". (taken from "Access and inclusion policy": 1 Principles. Maintaining standards. Published by IBO, Nov. 2018).

The Inclusion Policy document does not cover external factors that could affect a candidate, such as family bereavement or medical conditions which may occur during the IB DP course or during the examination session. Such cases are always evaluated individually as “adverse circumstances”.

ROLES AND RESPONSIBILITIES

Responsibilities of the School:

- The School will make sure that the special provisions requested for a student are in compliance with the IB DP programme and policies.
- The School will provide guidance to learners and teaching staff to ensure good cooperation in aiding the learning process.
- The School will implement timetable structures, available resources and facilities, forms of communication and updates to a student, parents/guardians and faculty staff to implement special needs provision within its capabilities.
- The School will cooperate with Parents/Guardians in a situation where a shadow teacher is needed and will make sure that the assistant has appropriate pedagogical qualifications and is fully accepted by the School management before entering the classroom.

Responsibilities of the IB DP Coordinator:

- The Coordinator will ensure that the candidate and her/his parents or legal guardians are familiar with the IB document “Access and inclusion policy” and will provide detailed information on the possible provisions the School may provide for the student within its capabilities and in line with the IB regulations during the course of study and in the examination room.
- The Coordinator will provide support/consultation to the student with special education needs in the process of choosing her/his subject courses for the Diploma Programme based on the student’s individual strengths and challenges.
- The Coordinator will work collaboratively with the faculty staff to support the student with access arrangements during the course (e.g. the use of a word processor, internal deadline extension, font size).
- The Coordinator will inform the student and her/his parents or legal guardians on all documentation needed to obtain authorization from the IB for inclusive arrangements during the examination session. In due time the Coordinator will obtain the student’s consent to submit appropriate documentation requesting such arrangements. The Coordinator will submit the request to the IB, monitor the process and provide updated information to the students and her/his parents/ guardians.
- The Coordinator will assure confidentiality of the information about a student to be shared with parents/guardians/psychologist/school management.

Responsibilities of the Faculty Staff:

- When the classroom teachers will identify struggling learners they will refer the students to the IB Coordinator to seek remedies.
- The teachers will comply with and implement all agreed arrangements for a student with inclusive arrangements and will monitor the student’s performance and maintain accurate records on her/his progress.

-The teaching staff will assure confidentiality of the information about students to be shared with parents/guardians/coordinator/psychologist and maintain discretion in providing special education services.

Responsibilities of the Student:

- The student will strive to display all features of the IB learner profile.
- The student will be proactive in asking for assistance from the School staff.
- The student will follow all internal ISO P policies and procedures as well as IB regulations.

Responsibilities of the Parents/legal Guardians:

- Parents/legal guardians' duty is to make sure all valid information on their child's exceptional education needs are communicated to the School in the process of application.
- Parents/legal guardians will play an active role in the student's education.
- Parents/legal guardians are expected to maintain ongoing pro-active communication with the School, especially subject teachers, homeroom teacher and DP Coordinator. They should also communicate any changes in their child's special education needs and provide all documentation (including medical reports) requested by the School and the IBO.
- Parents/legal guardians are responsible for paying all fees and expenses related to any extra support their child will receive at school. Such expenses must be communicated by the School management first and both parties must settle an agreement on such issues.

Examples of inclusive arrangements and accommodations:

1. Requiring the IB authorization

- extension to external deadlines
- access to modified papers (print, colour, font)
- access to additional time
- the use of a word processor with/without a spellchecker in the examination room
- a scribe, a prompter
- additional opportunities to retake exams

2. Not requiring the IB authorization (at the discretion of the IB DP Coordinator)

- separate examination room if it is in the best interest of the students
- appropriate seating to meet the needs of an individual student
- the use of a hand-held magnifier
- rest breaks for students with some medical challenges
- the presence of a prompter in the exam room

Notice:

It must be noted that Polish regulations do not fully comply with the IB examination/assessment regulations for learners with special learning needs. Therefore, not all psychological evaluations and recommendations provided by Polish clinics referring to the specific learning needs may be accommodated for in the IB Diploma Programme.

Resources:

"Access and inclusion policy", IBO, published November 2019

"Diploma Programme: From principles into practice", IBO, April 2015

"Diploma Programme Assessment procedures", IBO, 2019

"IB Learner Profile", IBO, 2017

"Learning diversity and inclusion in IB programmes", IBO, January 2016

"Candidates with assessment access requirements", IBO, 2009, updated 2017

"Meeting student learning diversity in the classroom", IBO, 2013