

## INTERNATIONAL SCHOOL OF POZNAN INCLUSION POLICY

### §1 PURPOSE

1. This Inclusion Policy aims to unify ideas and beliefs at ISOP regarding meeting learners' diverse learning needs. This document outlines how ISOP implements inclusive practices taking into account the principles and practices of the International Baccalaureate as specified in the document *Learning Diversity and Inclusion in IB Programmes* (IB, 2016) as well as the local legislation expressed in the act *Rozporządzenie Ministra Edukacji Narodowej z 9 sierpnia 2017 r. w Sprawie Zasad Organizacji i Udzielania Pomocy Psychologiczno-Pedagogicznej w Publicznych Przedszkolach, Szkołach i Placówkach* (Dz.U. z 2023 r. poz. 1798).
2. Inclusive education at ISOP is an ongoing process that aims to increase access and engagement in learning for all learners by identifying and addressing barriers as well as supporting and nurturing talents. This is achieved in a culture of collaboration, mutual respect, support and problem solving.
3. ISOP 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 behavioral difficulties, as well as 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, 2022).

### §2 OBJECTIVES

1. The main aim of the Inclusion Policy is to engage all stakeholders in an effort to accomplish the following objectives to:
  - a. support student needs in taking advantage of the curriculum offered by the school;
  - b. encourage students to play an active and conscious role in their learning process with reference to the IB Learner Profile;
  - c. determine responsibilities of all stakeholders and engage them in creating equal opportunities for students with exceptional needs;
  - d. create an atmosphere of inclusion, open-mindedness and mutual respect in learning and teaching processes;
  - e. inform stakeholders of the strategy the School adopts to embrace learning diversity and inclusion.

### §3 COLLABORATION AND RESPONSIBILITIES

#### 1. **Educators:**

Every educator is an educator of all students. Teachers ensure high quality instruction and incorporate differentiation strategies as they plan lessons and take into account the diverse needs of their students. They work closely together with parents, the support team and use an evidence based approach to developing resources, teaching strategies, and approaches.

#### 2. **Parents:**

Parents are partners in their children's education journey and vital members of a learner's support team. As parents know their children best, they are an essential part of the ongoing support process from the beginning steps of need identification. Parents are sought for consultation when the school identifies additional educational needs and determines a plan for support.

#### 3. **Homeroom teachers:**

Homeroom teachers are essential for the learning success of all students. They are the link between the student's school and home life. Homeroom teachers have a primary role in tracking student progress, schoolwork, social relationships, and personal development. When concerns emerge about a student's academic, social, emotional, or physical well-being, the homeroom teacher is the first point of contact for parents and school staff.

#### 4. **Subject teachers:**

If a subject teacher has a concern in any area, they are responsible for bringing the concern to the homeroom teacher in order to collaborate and decide whether to refer a student to the support team.

#### 5. **School:**

The school has the responsibility to establish processes that serve to remove barriers to learning for all members of the school community. Such barriers can arise from cultures and policies, approaches to learning and teaching, the way the school is organized, the resources provided, and the interactions between members of the community. The School ensures that the confidentiality of all student information is respected.

#### 6. **Support team:**

At ISOP the support team comprises the following specialists: school psychologists, a learning support teacher, a SEL teacher, a speech therapist and EAL teachers. It aims to offer both remedial and counseling services for the needs of the entire school community. Learners can access additional support from our specialists through student self-referral, or referral from teachers or parents. Based on the referrals, an individual plan is created to best support the learner with their unique needs.

Specialists support the ISOP teaching staff by responding to student

concerns and referrals, creating resources, advising on differentiation practices, assessing students, and providing both direct and indirect learning intervention. They also review data on a regular basis to ensure all students requiring additional support are identified.

7. **Counseling centers (external bodies):**

ISOP cooperates with local psychological-pedagogical counseling centers, whose primary role is to diagnose student educational needs, issue relevant documentation and advise the school and parents on how to support the needs of the learner.

Among different types of official documentation issued by the Polish counseling centers the most common ones are:

- a. opinion on providing psychological-pedagogical support to the student;
- b. opinion on specific learning difficulties;
- c. statement of the need for special education.

In the event the school receives either item a. or b. from parents, the school's support team creates relevant accommodations and modifications to the learning process. The receipt of item c. results in creating an individual learning plan (IPET) following the regulations of national legislation. Relevant documentation issued by the authorized psychological-pedagogical counseling centers allows for special modifications or accommodations during the national primary school final exam.

#### **§4 STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

1. In order to participate successfully in the general education program, accommodations and modifications are provided for learners with documented learning disabilities:
  - a. accommodations allow a learner to complete the same assignment or test as other learners but with a change in the timing, formatting, setting, scheduling, response or presentation. Accommodations should not alter in a significant way what the assignment in the test measures;
  - b. modifications are used as an adjustment to an assignment or a test that alters the standard of what the test/assignment measures. Doing an alternate, easily achievable test instead of the standard test is an example of modification.
2. Accommodations and modifications are prepared by the support team utilizing pertinent documentation provided by psychological-pedagogical counseling centers, and taking into consideration the School's resources and capabilities.

## §5 ADMISSION POLICY AND INCLUSION

1. To support our young learners effectively and safeguard their well-being, we require parents/legal guardians to provide essential information that helps identify each student's strengths and needs. This information is crucial for the School to make informed decisions regarding the necessary accommodations or support. However, there may be instances where the School lacks the resources or expertise to meet specific needs, potentially impacting admission decisions. The admissions team, in consultation with the support staff, carefully reviews each application, focusing on the best interests of the student. Admissions are evaluated individually, with the School maintaining the right to deny admission if it cannot adequately meet a student's special requirements.
2. While the School is committed to making reasonable accommodations for students with special educational needs, it must also ensure that academic standards and program integrity are not compromised. Therefore, adjustments to meet every learning need cannot be guaranteed.

## §6 INCLUSION IN THE IB DP PROGRAMME

1. To maintain the high standards of the 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).
2. 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.”
3. Responsibilities of the School:
  - a. the School provides guidance to learners and teaching staff to ensure good collaboration in aiding the learning process;
  - b. the School implements timetable structures, available resources and facilities, forms of communication and updates to a student, parents/legal guardians and faculty staff to implement special

- needs provision within its capabilities;
- c. the School collaborates with parents/legal guardians in a situation where a shadow teacher is needed and makes sure that the assistant has appropriate pedagogical qualifications and is fully accepted by the School management before entering the classroom.
4. Responsibilities of the Faculty Staff:
    - a. when the subject teachers identify struggling DP learners, they refer the students to the DP Coordinator to seek remedies;
    - b. the teachers comply with and implement all agreed arrangements for a student with specific needs. They monitor the student's performance and maintain accurate records on her/his progress;
    - c. the teaching staff assure confidentiality of the information about students to be shared with parents/legal guardians/coordinator/psychologist and maintain discretion in providing special education services.
  5. Responsibilities of the Student:
    - a. the student is committed to display all features of the IB learner profile;
    - b. the student is proactive in asking for assistance from the School staff;
    - c. the student adheres to all ISoP policies and procedures as well as IB regulations.
  6. Responsibilities of the Parents/Legal Guardians:
    - a. parents/legal guardians are obligated to make sure all relevant information on their child's education needs are communicated to the School in the process of application;
    - b. parents/legal guardians play an active role in the student's education;
    - c. parents/legal guardians are expected to maintain ongoing proactive communication with the School, especially subject teachers, a homeroom teacher and the DP Coordinator. They should also communicate any changes to their child's educational needs and provide all documentation (including medical reports) requested by the School and the International Baccalaureate Organization.
    - d. parents/legal guardians are responsible for paying all fees and expenses related to any extra support their child receives at school. Such expenses must be communicated by the School management first and both parties must settle an agreement on such issues.
  7. Responsibilities of the DP Coordinator:
    - a. The DP Coordinator ensures that the candidate and her/his parents or legal guardians are familiar with the IB document *Access and Inclusion Policy* and provides 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;
- b. the DP Coordinator provides support/consultation and assistance to the student with special educational needs in the process of choosing her/his subject courses for the Diploma Programme based on the student's individual strengths and challenges;
  - c. the DP Coordinator works 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);
  - d. The DP Coordinator informs 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 obtains the student's consent to submit appropriate documentation requesting such arrangements. The Coordinator submits the request and appropriate documentation to the IB, monitors the process and provides updated information to the student and her/his parents/legal guardians;
  - e. the DP Coordinator ensures confidentiality of the information about a student to be shared with parents/legal guardians/psychologist/school management.

## **§7 EXAMPLES OF INCLUSIVE ARRANGEMENTS AND ACCOMODATIONS IN DP**

1. Requiring the IB authorization:
  - a. extension to external deadlines;
  - b. access to modified papers (print, color, font);
  - c. access to additional time;
  - d. use of a word processor with/without a spellcheck in the examination room;
  - e. a scribe, a prompter;
  - f. additional opportunities to retake exams.
2. Not requiring the IB authorization (at the discretion of the DP Coordinator):
  - a. separate examination room, if it is in the best interest of the student;
  - b. appropriate seating to meet the needs of an individual student;
  - c. use of a hand-held magnifier;
  - d. rest breaks for students with certain medical challenges.



## §8 POLISH REGULATIONS VS IB

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

## §9 RESOURCES

1. *Access and Inclusion Policy*, IBO, published November 2018, updated 2023;
2. *Diploma Programme: From Principles Into Practice*, IBO, April 2015;
3. *Diploma Programme Assessment Procedures*, IBO, 2024;
4. *IB Learner Profile*, IBO, 2017;
5. *Learning Diversity and Inclusion in IB Programmes*, IBO, January 2020;
6. *Candidates with Assessment Access Requirements*, IBO, 2009, updated 2017;
7. *Meeting Student Learning Diversity in the Classroom*, IBO, 2019;
8. *The IB Guide to Inclusive Education: a Resource for Whole School Development*, IBO 2015, updated 2019;
9. *Adverse Circumstances Policy*, IBO, published August 2021.