

## I Liceum Ogólnokształcące im. Adama Mickiewicza w Olsztynie, Poland



### **Inclusion/special educational needs policy in the IB**

According to the IB publication *Learning diversity and inclusion in IB Programme* (2016), *“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”* In accordance with IB expectations, national policies and guidelines and the beliefs shared by all teaching staff, I LO in Olsztyn strives to support students with special educational needs.

The purpose of the inclusion/special educational needs (SEN) policy for the IB Diploma Programme at I LO is

- to ensure all students are provided equal access to the IB curriculum and academic rigour,
- including opportunities to pursue individual interests, regardless of individual abilities and needs;
- to foster a curriculum that is creative and differentiated to support all the students in reaching their unique potential;
- to emphasise that all students and staff are encouraged to embody the IB Learner Profile;
- to communicate the responsibilities of all stakeholders in the success of students with special educational needs.

The philosophy of the IB Diploma Programme at I LO in Olsztyn is:

- to be committed to promoting a safe and supportive learning environment in order for all the students to thrive academically, socially and emotionally;
- to be non-discriminatory against students and prospective all the students, both in the admissions process and in the provision of education and associated services;

- a view of a student's education as a partnership between the student, the parent(s)/guardian(s), the school and teachers, and the community.

### **Definition of Special Educational/Inclusion Needs**

**Differentiation** refers to any modification to instruction or assessment of the written, taught, and assessed curriculum in order to meet individual needs.

**Inclusion** refers to providing access to IB Diploma Programme for all students. A student with an inclusion, learning, behavioural barrier is a student requiring special care who performs considerably below age-related expectations, has social relationship problems, learning or behavioural control deficits, whose inclusion into the school community and whose personality development is difficult or who shows other challenging behaviour but who does not have special educational needs.

**Inclusive access arrangements** refer to any changes or alterations for a better learning, teaching and assessment to remove or reduce barriers. The intended outcome of these changes is to provide the most effective support to students while maintaining rigorous academic standards and ensuring that they acquire the necessary knowledge and skills. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

**Special educational needs (SEN)** refer to any student who shows a need for extra support or for challenge beyond the general curriculum. I LO in Olsztyn recognizes the wide spectrum of needs and abilities along a continuum, including but not limited to:

- learning disabilities;
- medical conditions;
- mental health issues;
- multiple disabilities;
- physical and/or sensory challenges;
- social, emotional and behavioural difficulties;
- specific learning difficulties;
- speech and/or communication difficulties.

## **The goals of Special Education Needs Policy**

The goals of the Special Education Needs Policy are to:

- follow the national laws regarding Special Education;
- ensure that the special needs of our students are identified early, assessed, and provided for
- clarify the expectations of all stakeholders
- identify roles and responsibilities of the stakeholders
- assist all students in accessing all elements of the school curriculum and assessment policy

The staff at I LO in Olsztyn acknowledge that:

- students have different educational and learning needs, abilities and profile;
- students gain knowledge and skills at different rates through different means;
- all students are capable and unique;
- students are lifelong learners and should be helped in this;
- the school welcomes all students irrespective of their barriers

## **Identification, assessment and provisions connected to Special Educational Needs**

The student's special educational needs may be met within the school or with the help of an external specialist.

### **Meeting students' needs within the school**

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 differentiated classrooms teachers:

- Differentiate process: It involves providing students with varied opportunities to process or understand the content;
- Differentiate assessment: it involves supporting the students in showing what they know, understand and are able to do. This includes the use of modified tests, allowing the use of keyboard or other aids etc.

These classroom-level differentiations may be supplemented with the following support outside the classroom:

- Help in preparing homework;
- Academic tutoring by a teacher or by a fellow student;

- Counselling by the school psychologist.

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.

If despite receiving all possible support from the school, a student makes little progress or shows signs of difficulty in developing key skills, which result in poor grades in some curriculum areas, external support provided by outside health, psychology or educational professionals is sought. As a result, an Individual Educational Plan may be developed for the student. The Individual Educational Plan will be communicated to the teachers by the form master/mistress and/or the IB coordinator.

In the case of DP students, the Diploma Coordinator should obtain consent from the students or their parents or legal guardians to submit the report by these professionals to the IB Assessment centre as an evidence for requesting inclusive access arrangements. All such requests should also be supported by the head of the school. It is the parent's responsibility to act in advance concerning a student's assessment access needs and/or learning support needs, and to be cooperative concerning professional documentation. Once IBO informs the DP Coordinator about the parameters regarding the Special Consideration decision, the DP Coordinator shares that information with the student, parents, and teachers involved.

## **Responsibilities**

### **The school shall:**

- provide training for staff and faculty to successfully implement and support the SEN and differentiated instruction;
- raise staff awareness of the needs of students identified as Students with Special Education needs;
- ensure that the programme and the staff are compliant with national laws regarding students with disabilities;
- provide resources for the implementation and continuation of the Special Education Needs Policy.

### **Teachers shall:**

- comply with all national laws and regulations regarding special education needs;
- participate in required training when it is available;
- encourage students to self-assess and/or reflect on their learning

- identify struggling learners and refer the student to the form master/mistress or the IB coordinator as required;
- provide differentiated instruction as described in the student's IEP;
- maintain discretion and confidentiality in providing special educational needs services.

**The IB Coordinator shall:**

- comply with all national laws and regulations regarding special education needs;
- apply to the IB for students' accommodations in different assessment types and circumstances;
- work collaboratively with the form master/mistress and teachers to support students with special educational needs;
- at enrolment, advise parents of the rigorous programme requirements to ensure appropriate placement.
- maintain discretion and confidentiality in providing special educational needs services.

**Parents shall:**

- play an active role in their child's education;
- communicate to the school all information and documentation regarding their child's special educational needs;
- communicate to the school all information regarding any changes in these needs;
- make a request for required studies and services from the school or from external specialists in a proactive manner;
- provide documentation needed for IBO accommodation requests.

**Students shall:**

- express their feelings and their needs regarding their education;
- participate in discussions concerning them;
- indicate their choices;
- ask for information and support when they require them;
- take an active role in using the methods recommended to them.

**Accommodation for IB Assessment**

In-school assessment will be differentiated according to the teacher's decision. For major tests, IB

external and internal assessment, under certain conditions the IBO authorises the school to proceed to “Special Arrangements” regarding testing. For this authorisation a professional assessment not older than two years old must be provided to the school and to the IBO. No special arrangement will be provided without these documents and only the IBO is authorised to allow “Special Arrangements”. When granted, these arrangements may include:

- access to modified exam papers;
- access to additional time;
- access to reading and writing aids;
- access to speech and communication aids;
- extension of deadlines or exemptions from assessment.

### **Legal acts**

Act of 14 December 2016. Education Law (Journal of Laws 2021 item 1082.)

Act of 7 September 1991 on the educational system (Dz. U. 2020, item 1327)

Regulation of the Minister of National Education of 9 August 2017 on the conditions for organising education, upbringing and care for children and young people with disabilities, social maladjustment and at risk of social maladjustment (Journal of Laws 2020 Item 1309), as amended.

Regulation of the Minister of National Education of 9 August 2017 on the principles of organisation and provision of psychological and pedagogical assistance in public kindergartens, schools and institutions (Journal of Laws 2020, item 1280), as amended.

Regulation of the Minister of National Education of 22 February 2019 on the assessment, classification and promotion of pupils and students in public schools (Dz.U. 2019, item 373)

Regulation of the Minister of National Education of 28 February 2019 on the detailed organisation of public schools and public kindergartens (Dz.U. 2019, item 502)

Regulation of the Minister of National Education of 3 April 2019 on framework teaching plans for public schools (Journal of Laws 2019, item 639)

### **Review of the policy**

This policy was drafted jointly by the IB coordinator and school psychologist, reviewed by full teaching faculty and administration, and verified by the school principal.

This policy will be reviewed every two years at the beginning of the school year.

This policy will be communicated to stakeholders via the I LO in Olsztyn school website.

## References

- Access and inclusion policy, IBO, 2022
- Candidates with assessment access requirements, IBO, 2014.
- Meeting student learning diversity in the classroom, IBO, 2013.
- Learning Diversity and the IB Continuum of International Education
- Karinthy Frigyes Gimnázium Special Educational Needs Policy
- Inclusion/special educational needs (SEN) policy for the IB Diploma Programme at Audentes school

*Inclusion/SEN Policy was revised in August, 2024 by:*

*Wojciech Boryszewski – head of ILO in Olsztyn*

*Justyna Sobeczek – IB DP coordinator*

*and IB DP teachers at ILO in Olsztyn*