



**II Liceum Ogólnokształcące im. Tadeusza
Kościuszki Kalisz
School 049645**

**Inclusion
Policy
Diploma Programme**

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.

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.

IB learners strive to be:

- **Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of

modes of communication. They work effectively and willingly in collaboration with others.

- **Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Philosophy

II Liceum Ogólnokształcące believes that all students should be granted full access to the diploma curriculum and each student should be given the opportunity to achieve their personal aims and become confident learners. Some students who need additional support during their school education in II Liceum Ogólnokształcące im. Tadeusza Kościuszki will make progress and become independent, motivated and life-long learners. The school will create inclusive environment, which will be supportive, friendly, protective and welcoming for all the students with the collaboration among the teachers and parents.

Purpose

The purpose of the document is to:

- Ensure that all students are provided equal access to the Diploma Programme
- Support each student and their parents with the best possible learning environment and condition
- Support and guide teachers and administrators
- Provide more consistent approaches and provide understanding about learning support requirements across the school community

Procedures implemented by the school

Candidates with learning support requirements are identified on the basis of the student's medical history record. Students are diagnosed before they start their education in II Liceum Ogólnokształcące, in their primary school. Their medical history record is sent to the school psychologist who, having reviewed the documentation, informs the Diploma Programme Coordinator about a student's medical condition, their learning support requirements and assessment needs. The Coordinator provides homeroom teacher and subject teachers with the same information, and they plan to better meet the needs of a student individualizing

the process of teaching and learning and adjusting it to the needs of this particular student.

They are responsible for:

- Following state laws governing learning support requirements
- Working collaboratively as a team to support students' needs.
- Inform parents and the student about the school procedure and policy for students with learning support requirements

Therefore the school objectives are the following:

- To ensure that all students' needs are met
- To provide all students with access to the curriculum
- To ensure that all students make their best possible progress
- To ensure differentiation of teaching and learning methods
- To ensure differentiation of assessment tasks and strategies
- To ensure cooperation and effective partnership with outside agencies, if necessary
- To ensure effective communication and partnership between parents and the school
- To identify, with each student, the most effective strategies for achieving their goals.

II Liceum Ogólnokształcące follows the International Baccalaureate policy that *'inclusion is more about responding positively to each individual's unique needs'* and *'less about marginalizing students because of their difference'*

All teachers are responsible for differentiation of learning strategies and part of the planning process of the diploma programme is to implement ways of differentiating learning and teaching according to the needs and goals of each student.

Assessment

Students with learning support requirements may also need assessment access arrangements, which are planned on the basis of teachers' observations. The

student is monitored and the access provided is based on the current level of requirement. The access plan is individualized for each particular student.

An online application for the request of inclusive assessment arrangements for each student is made by DP Coordinator, who sends the supporting documentation to IB Assessment centre, for example a sample of student's handwriting or medical documentation. Such students are eligible for various accommodations such as extra time to complete external assessment, access to word processor and spell check, which are described in IBO document '*Candidates with assessment access requirement*'.

If a student is granted assessment access arrangements, DP Coordinator informs teachers and administrators about this fact. Before the Coordinator submits appropriate documentation to IB Assessment centre, the school has to obtain the student's consent. The school is responsible for making all the arrangements for inclusive assessment and ensuring that all equipment authorized for a student with assessment access requirements functions correctly.

This policy was prepared on the basis of the following IBO documents:

- Meeting student learning diversity in the classroom (2013)
- Candidates with assessment access requirements (2017)
- Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes (2010)

Communication of Inclusive Policy

This policy was prepared jointly by Diploma Programme Coordinator, school psychologist, DP teachers and accepted by the Head of school.

The policy is reviewed annually by the teachers at the beginning of the school year.

The policy is communicated with students, their parents and Department of Education via school website, during parents' and students' meeting, school library, school presentations during Open Days, visits to middle and primary schools and email communication.

Reviewed in 2018