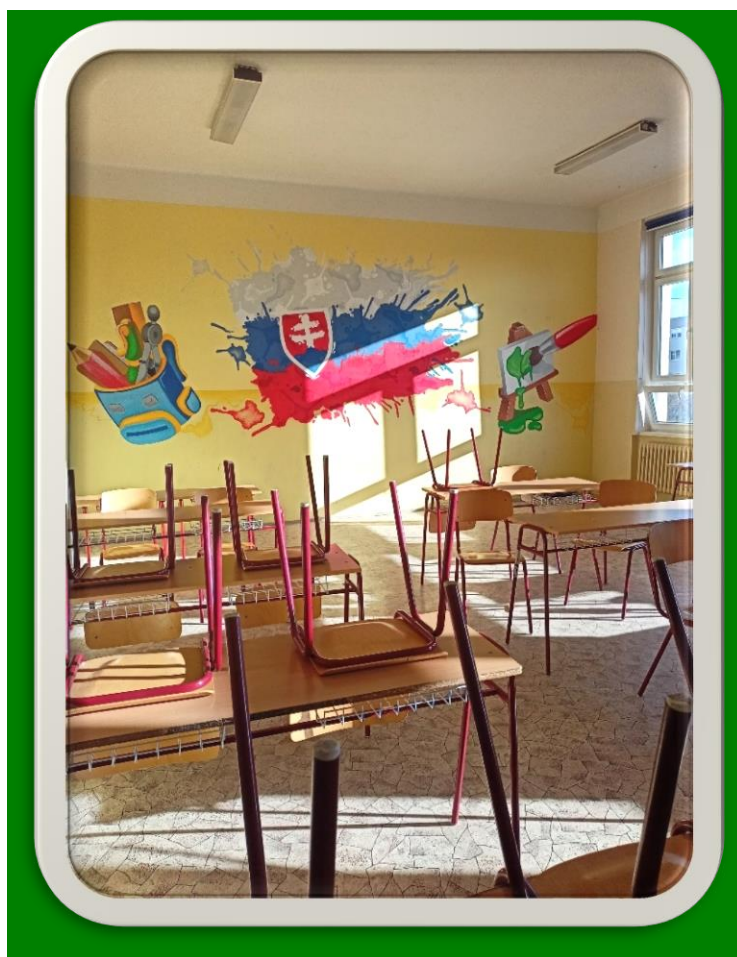


INCLUSION POLICY

SÚKROMNÉ GYMNÁZIUM ČESKÁ



Special educational needs/Inclusive education policy

Contents

What is inclusion?.....	1
IB's principles of an inclusive education	2
SGČ Special Educational Needs Policy	2
Gifted and talented students	4
Individual Learning Plan.....	4
Inclusive Assessment Arrangements	5
Special Educational Needs Policy Communication.....	7
Who is involved?	7
Types of educational support.....	8
Classroom support	8
Differentiation	8
Additional accommodations	8
Procedure and communication	9
Transition from IB1 - IB2 - IB exam.....	10
References	11

What is 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.¹

The pieces of an inclusive education system include the academic, non-academic, and extracurricular areas of school.

IB's principles of an inclusive education

In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum. IB programme principles and practices call for schools to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.²

Programme standards and practices (2014) provides a set of criteria that both the IB World Schools and the IB can use to evaluate success in the implementation of IB programmes. The following practices require schools to demonstrate their support for a diversity of learning:

A9 The school supports access for students to the IB programme(s) and philosophy.

B1:5 The school develops and implements policies and procedures that support the programmes.

B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.

C1:6 Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

SGČ Special Educational Needs Policy

SGČ implements inclusive teaching strategies so that all Diploma Programme students can engage in meaningful learning experiences. Teachers use differentiated instructional

¹ International Baccalaureate Organization. (2016). *Learning diversity and inclusion in IB programmes*. Updated December 2018, March 2019, May 2020

² IBO. 2015. *Diploma Programme: From principles into practice*.

strategies to support student-learning styles and to further enhance student potential. Students with special educational needs are supported by teachers and support staff. Learning experiences are designed to allow all students, including those with special needs, to experience the Diploma Programme according to the philosophy of the IB Programme. Students are not excluded from the program due to special needs.

SGČ SEN Policy outlines the services for students with special needs.

Services will focus on meeting student needs within the context of the classroom. Services include assisting students in content areas, teaching study and organizational skills, providing learning strategies.

Learning Support services are individualized to meet the unique needs of students with disabilities. **Learning Support** may include individual or small group instruction, inclusion, resources, self-contained, consulting, and specialized contracted outside services such as physical, occupational, and speech therapy and mental health counseling.

SGČ recognizes and supports the IB philosophy of making the IB programme accessible to the broadest possible range of students. While acknowledging the academic rigor of the IB programme and the importance of encouraging students to pursue the full diploma, we are committed to minimizing barriers to student participation in our school's context. However, due to the historic nature of the buildings, we are not in a position to accept students who require wheelchair access.

All stakeholders, especially students and parents, are to be involved in learning partnerships.

The Slovak Education Act (SIEDMA ČASŤ) on inclusive policy is not in conflict with the IBO requirements for diversity and inclusion.

SGČ recognizes that students come from a variety of cultures, backgrounds and that they have their own learning styles, strengths, and challenges. The responsibility of the school is to work together as a team to remove barriers that may interfere with learning.

The school faculty must respond positively to and support each individual's unique needs.

There are students who may have recognized, special educational needs; other students may have special needs that have not yet been diagnosed. Examples of these special needs include:

- Specific learning disabilities (such as dyslexia and dyscalculia)
- Language and communication disorders
- Emotional and behavioral difficulties
- Physical difficulties affecting mobility
- Sensory impairments (such as visual or hearing difficulties)

- Medical conditions (such as asthma, epilepsy, and diabetes)
- Mental health conditions (such as attention deficit hyperactivity disorder, eating disorders, and anxiety)
- Gifted and talented students

Gifted and talented students

Working with gifted students is an important part of inclusive educational process at SGČ.

The education of gifted children is supposed to happen in the classroom with other students and supports their social adaptation.

SGČ adheres to the following principles of working with gifted students:

- application of special teaching and learning methods along with general teaching techniques, not in isolation;
- enhancing the role of extra-curricular activities;
- diversity of opportunities for personal development;
- individualization and differentiation of education;
- creating conditions for students to work together with a minimum of teacher participation
- providing students with the freedom to choose all kinds of support they need

Individual Learning Plan

SGČ and Care team support all learners in attaining curricular expectations. In our tiered intervention model, all students are eligible for classroom level accommodations to support high levels of learning.

The classroom teacher and school counsellor utilize a tiered intervention process to identify students who require additional support beyond the classroom.

Once identified, the teaching team will engage in a student support team collaborative meeting to determine appropriate school-based services and the development of an Individual Learning Plan (ILP) to facilitate the attainment of the learning goals.

If the ILP is not sufficient in meeting the needs of the student, the student may be referred to the school psychologist or outside support service providers for further evaluation.

The Learning Support team (School Psychologist, School Psychologist's assistant, Career Counsellor) will develop a Learning Support Plan (LSP), which is specifically tailored to the unique need of each student. The LSP then becomes the guide for the classroom teacher noting appropriate supports to ensure the student is provided ample and equitable opportunities to succeed.

SGČ offers a range of learning support strategies, including but not limited to, classroom accommodations, collaborative planning, enrichment activities, small group instruction, and one-on-one support. Students with significant needs may also receive outside therapeutic counseling services.

Inclusive Assessment Arrangements

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Candidates may need access arrangements due to learning support requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional, and behavioral challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before the IB examinations offered in May)
- additional language learning.

However, access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support, and where the need can be justified based on the eligibility criteria articulated in the *Access and inclusion policy* (November 2018, updated February 2021).³

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.

Examples with inclusive accommodations include, but are not limited to:

- extra time
- use of a calculator, spell check, or dictionary
- readers and scribe
- use of memory supports.

For arrangements requiring authorization, the IB Coordinator will complete and submit the [Request for Inclusive Assessment Arrangement](#) document on IBIS at least six months prior to the examination. Medical documentation from the family will be needed along with educational evidence. The IB Coordinator will work with the family to assist in gathering the necessary documentation.

- All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested.
- All requests for inclusive assessment arrangements must be submitted six months prior to an examination session. That is, November 15th for candidates registering for the May examinations session
- Any questions must be asked on the online application
- Any other specific or additional information must be communicated in the Other/Additional information section in the online application.
- For anticipated and retake candidates, authorizations for inclusive assessment arrangements for a candidate are applicable to all future examination sessions. No need to go through the process again

³ Diploma Programme Assessment procedures. 2021. *C6 Inclusive access*.

Special Educational Needs Policy Communication

The SGČ IB Diploma Programme Special Educational Needs Policy has been distributed to all Diploma Programme Teachers and has been included in the SGČ Policies brochure for easy access for the school community. The policy has also been posted on the IB School website for parent and community access.

Who is involved?

The homeroom teacher is the main contact person for the student and parents. All inquiries regarding academic or social concerns goes through the homeroom teacher. Together with the subject teachers, the student and parents, the homeroom teacher is also involved in outlining the Individual Learning Plan (ILP) if needed.

The DP teaching staff meet weekly to discuss how approaches to learning can improve and ensure the development of each student.

The Care team comprises the Head of school, DP Coordinator, School Psychologist, School Psychologist's assistant, Career Counselor, homeroom teacher. The team's tasks are:

- supporting teachers, students and parents in case needed.
- organize regular meetings with teachers to inform about specific cases and strategies for inclusive/differentiated learning.
- prepares plan and documentation for agreement/convention with parents and students.
- responsible for follow up on students who receive support.

Parents provide information and feedback to the school to optimize the support of the student.

Parents' consent to share information will be requested by the school. (see SGČ Admission policy). Therapists are external experts who can intervene after a tripartite agreement and on the parents' expenses.

The Governing body has a general overview and is responsible for a smooth organization of the student support.

Different types and levels of support are set up to provide appropriate support to students with specific learning needs. The goal is to enable them to develop and progress according to their potential and integrate successfully. The weekly collaborative meetings will focus on the students' learning progress and how to improve and adjust the support on the different levels. This includes sharing information about progress and best practices with the student in question.

Classroom support

Differentiation

Differentiation is the foundation of any education targeting the needs of all pupils. Not just those who need support, but for each child, at all levels of study, differences in learning style, interests, motivation, and aptitude must be considered. It can take the form of differentiated instruction to setting up adaptations within the classroom.

Additional accommodations

Depending on the student's need, the school provides an adaptive approach comprising general, moderate, and intensive support.

General Support (GS) is a short-term support to a student in a specific part of a subject or if needed to "catch-up" in general. It can also concern the student's development of learning strategies, esteem, and self-confidence.

The subject teacher (teachers) and the class teacher develop an Individual Learning Plan (ILP).

Moderate Support (MS) is an extension of GS and suitable for students who are struggling with more profound learning difficulties.

Intensive Support (IS) A (short-term) and B (long-term) is provided to students with more severe learning disabilities. IS is based on a multidisciplinary assessment and outlined in an ILP. An agreement signed by the student, director and parents is required. Also, for long-term support, a professional diagnosis will be requested.

Tripartite Convention between the school, the parents and the therapist ensuring a follow-up by the specialist within the school and during school hours.

Absenteeism or excessive absence over a longer period can affect the learning progress and thus the grades, which might influence the transition to IB2 and entry to IB exam. (see Admission policy)

Procedure and communication

Consistent, effective communication between all the involved partners is an important key to supporting the student's learning process. At the same time, all information must be handled with the utmost confidentiality. Any identified special educational needs or other relevant information should be communicated to the school by the parents as soon as possible.

As soon as the needs of the student have been identified, the school together with the student and parents must outline possible solutions. Subsequently, an agreement on the level of support by the parents/legal representatives and the principal must be signed.

There will be regular communication between the school and the parents and formal follow-up meetings take place in October, January, April, and June.

In the meeting in June, the school and the parents will revise the situation and decide a strategy for the coming school year.

Additional meetings can be organized if requested by the parents or the school. In addition, parents are encouraged to request the necessary feedback from the school before any psychological intervention.

Transition from IB1 - IB2 - IB exam

Entry into IB2 is based on a global evaluation of the student's situation, academic skills, and development. The academic evaluation is based on the results of the mocks, test results throughout the year, general engagement in class, Extended Essay and CAS.

In case of social, emotional, and academic concerns, these must be taken into consideration. This leaves the teachers with three options:

1. Promotion

The student is promoted into IB2.

2. Retaking IB1

Retaking a year may be considered in the best interest of the student. The decision will be based upon the views of the subject teachers, Principal, DP Coordinator, and the class council.

3. Conditional transition - with an ILP agreement

Despite not having met the full requirements, a student can be allowed entry into IB2 on conditions outlined by the school in an ILP. The plan will be applied if it is in the best interest of her/his social and academic development.

IB exam - Adverse circumstances

In case unforeseen circumstances have negatively affected the student's exam, he/she can submit it. DP coordinator will provide the necessary support.

This policy is a dynamic document and will be revised annually

Policy Steering Committee (2022-2023)

1. Svetlana Veselová, DP Coordinator –Committee leader
2. Katarina Nagy, IB Head of School/English teacher
3. Juraj Babic, CAS Coordinator
4. School Psychologist, MUDr. Darina Štúrová
5. School Psychologist's assistant, Stanislav Kuznetsov

References

- International Baccalaureate Organization. (2015). *Diploma Programme: From principles into practice.*
- International Baccalaureate Organization. (2016, 2018, 2019, 2020). *Learning diversity and inclusion in IB programmes.*
- International Baccalaureate Organization. (2018, 2021). *Access and inclusion policy.*
- International Baccalaureate Organization. (2021). *Diploma Programme Assessment Procedures. (para. C6)*
- Pletser, J. 2014. *IB and Inclusion: an update.*