

**SPECIAL EDUCATIONAL NEEDS**

**and**

**INCLUSION POLICY**

**LICEUM OGÓLNOKSZTAŁCĄCE Z ODDZIAŁAMI DWUJĘZYCZNYMI**

**IM. ADAMA MICKIEWICZA IN PIASTÓW**

**Introduction**

The policy has been prepared for candidates who are entitled to inclusive access arrangements as integral part of learning and teaching (relating to summative and formative assessment) in order to minimize and reduce barriers to learning to students. Guidance and school support is offered to all our students to flourish their development, to enable pursuing and achieving challenging personal learning goals and to foster their social, emotional, and physical well-being with the help of the whole school community. The need for support and inclusion identified by the school means that inclusive access arrangements are in place due to the following cases:

-long-term educational support based on received customized educational requirements;

-temporary medical requirements;

-additional language learning.

**Purpose**

This school policy secures access to an IB education for the broadest possible range of candidates and is used in concurrence with the programme teachers’ observations and national Polish legislation requirements being in force to prepare a scheme for students with the necessary access arrangements that are no less and no more than needed. Individual arrangements are planned to minimize or eliminate student’s barriers and to support the candidate with learning support requirements and/or identified challenges. The arrangements offered, including reasonable adjustments, are monitored throughout the implementation of the programme in such a way to maintaining all standards and assessment requirements, at the same time reflecting usual ways of working. The candidate’s documents linked to the individual learning needs are evaluated by school to ensure the most effective support and well-being of a student in each case.

**Definition of Inclusion and Special Education Needs**

”Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”

*Learning diversity and inclusion in IB programmes*

The regulations used in the policy follow the four principles of good practice identified by the IB for all graduates: to affirm identity and build self-esteem, value prior knowledge, scaffold and extend learning as a path on their educational road towards development. By applying the policy Liceum Ogólnokształcące im.Adama Mickiewicza z Oddziałami Dwujęzycznymi is promoting equal access to the curriculum for all learners with the help of differentiation and assistive technology to consolidate, assist or enable learning.

Students with special educational needs are referred to as those who require special educational provision due to identified individual differences. Providing a learner with assistance at school applies to students with:

**Physical challenges**

* fine motor challenges;
* cerebral palsy;
* muscular dystrophy.

**Communication and speech difficulties**

* specific language impairment (receptive or expressive);
* auditory processing difficulties;
* fluency disorders (stammering/stuttering);
* verbal dyspraxia/ apraxia;
* aphasia.

**Sensory challenges**

* hearing impairments;
* visual impairments.

**Social, behavioural and emotional difficulties**

* attention deficit;
* hyperactive disorder;
* personality disturbances;
* emotional disturbances (depression, expressive stress reaction, suffering from social maladjustments, eating disorders, in crisis or suffering from traumatic situations, with adaptation difficulties related returning from abroad, with cultural differentiation).

**Mental health challenges**

* anxiety;
* depression;
* obsessive compulsive;
* post-traumatic stress.

**Others**

* Autism spectrum;
* Asperger's Syndrome;
* Perversive Developmental disorders;
* with specific learning difficulties;
* with competence deficits and language skills disorders.

**Medical challenges**

* Asthma;
* with chronic diseases
* Cancer;
* Diabetes;
* Epilepsy;
* Cystic fibrosis;
* Rheumatoid conditions.

**Gifted and academically able students**

It is our responsibility to make sure that we do our utmost to support as well as academic development as social-emotional needs of our students. We use best efforts to encourage specially talented students to have their potential reached and their goals pursued by participating in additional projects run at school such as: projects, exchanges, university lab cooperation and workshops run by academics and experts. A rich learning environment is being created by our professional teachers to meet gifted students’ expectations and stimulate further understanding. Regardless of individual needs and abilities, all students are given an opportunity to participate in the IB DB programme. They may also benefit from a variety of school activities offered by our school:

* Activity clubs;
* A selection of additional competitions;
* Erasmus international projects;
* Educational trips;
* Additional classes conducted by university professors;
* Individual educational paths;
* Students’ exchanges;
* Cooperation with other educational institutions;
* Access to the school library and affiliated libraries cooperating with our school.

**School differentiated support**

We recognize the need to offer differentiated support to our students at Liceum Ogólnokształcące im.Adama Mickiewicza z Oddziałami Dwujęzycznymi. In accordance with the school documentation and the psychological and educational assistance regulations in our school, the described support consists of recognizing and satisfying the individual development and educational needs of a student, recognizing his/her individual abilities and environmental factors influencing his/her functioning at school in order to support his/her development and to create favourable conditions for active and full participation in school life and the social environment. The school cooperates with other institutions supporting the student's needs including the Psychological and Pedagogical Counselling Center. Depending on the student's problems, the school organizes the following activities:

• developing talents;

• extracurricular classes: corrective and compensatory, developing emotional and social competences as well as therapeutical ones;

• advice, consultations.

**Organization of psychological and educational support**

In our school, the following are responsible for providing psychological and educational support: the Headteacher, class teachers, the IB DP coordinator, teachers teaching a given student, the school counsellor, the psychologist, the career advisor. The school counsellor is the leader of the Psychological and Educational Support Team, which will determine the forms of help for students.

The Team is responsible for working with the student by:

• Adapting educational requirements to the needs and abilities of the student;

• Specifying the forms of psychological and educational help provided to the student, listing specific activities that the student requires;

• Evaluating the support provided to the student so far.

**Adaptation of conditions, psychological and educational assistance – organization**

Adaptation of the conditions for conducting external examinations results from the individual needs and educational possibilities of the student- the type of adaptation is determined by the opinion / decision issued by the Psychological and Educational Counselling Center. Adapting conditions include administering inclusive access arrangements not only during classes but also during internal and external examinations. Planning inclusive access arrangements during the course of study and requesting inclusive arrangements for IB examinations are described in the IB documents.

After receiving information about a student who requires psychological and educational support, the headteacher communicates the information to the class teacher, who, as the coordinator of the Psychological and Educational Support Team, organizes a team meeting, to which he/she invites school specialists (counsellor, psychologist) and teachers teaching the student and his / her parents.

After discussing the student's situation, the Team determines the scope of help and notifies the school headteacher about the case.

The headteacher, in consultation with specialists and the class teacher determines the number of hours, the form and time / period of assistance provided to the student, and notifies the parents or the adult student in writing.

Each teacher teaching the above-mentioned student adjusts the educational requirements to the individual abilities and needs of the student. The above-mentioned documents are received by the parent or the adult student who had read them beforehand, and the parent or the adult student must sign the adaptations planned. At the end of each semester, the team evaluates and, if necessary, modifies the forms of psychological and pedagogical help provided to the student.

**Identification of Special Needs**

To avoid improper placement or academic failure, both students and their parents must be informed about the steps to demand requirements before applying for IB DP at school. In case of special needs, the parents are obliged to provide the school with a sworn translation in English of the medical certificate or a statement from the Pedagogical and Psychological Counselling Centre as soon as the student is admitted to the IB DP Year 1 or as soon as possible when the case emerges. Only then, all IB DP teachers and staff are able to make all kind of required arrangements and cooperate closely with parents to remove obstacles preventing the transition of knowledge.

Before the DP exam - the coordinator applies for adjusting the requirements according to the needs and abilities of the student. IB must receive a translated copy of the certificate or statement by:

**15th November** of **DP IB Year 2** , so that the school can apply for inclusive access arrangements during the May examination session.

**IB SPECIAL ARRANGEMENTS**

Once the required documentation has been reviewed by IB, the IB DP student might be granted

some of the following arrangements:

- additional time,

- rest periods,

- information and computer technology,

- scribe,

- readers,

- communicators, prompters,

- modifications to examination papers,

- transcriptions,

- extension to deadlines,

- assistance with practical work,

- exemption from one or more assessment components, or

- other arrangements recommended by the committee and approved by the IB.

The adjustments include:

- Flexibility in duration of examination, course or deadline;

- Flexibility in examination location;

- Flexibility in presentation of the examination or input;

- Flexibility in method of response.

For many of the above adjustments an IB authorization is required that is submitted officially by the school IB DP coordinator in a timely manner. These do not include the adverse circumstances, including medical conditions occurring not more that 3 months prior to the examination session.

Teachers working with special requirement students, bearing in mind their learning difficulties, enable learners to meet all curriculum and assessment requirements and to reach their full potential. Consequently, to equal access and fairness to learning, being their educators and mentors, teachers remove or reduce barriers for those learners. For this purpose, IB DP teachers use different teaching and learning styles, have specific strategies in place for SEN and inclusion students, differentiate pace of work, hone individual learners’ abilities providing them with additional and meaningful resources and tasks.

This Policy aligns with the school’s Assessment Policy, Academic Honesty Policy, Language Policy, and Admission Policy and will be reviewed by the school on a yearly basis.

**Bibliography:**

-Access and inclusion policy, 2018 ([www.ibo.org](http://www.ibo.org/));

-The IB guide to inclusive education: a resource for whole school development;

-Programme standards and practices;

-Learning diversity and inclusion in IB programmes;

-Assessment procedures publications published for each programme;

-SEN policy IB high school in Plock;

-Universal design for learning (UDL) [www.cast.org](http://www.cast.org/)