

## Spojená škola, Pankúchova 6, Bratislava

Organizačné zložky: Gymnázium, Pankúchova 6, Bratislava

Základná škola, Pankúchova 6, Bratislava



# Inclusion Policy

Policy written by:	Leadership team
Version Number:	Version 01
Applicable to:	Whole school
Approved on:	May 2021
Review Cycle:	3 years
Date of Next Review:	May 2024
Related Policies:	Admission Policy, Assessment Policy

Spojená škola, Pankúchova 6

## Mission Statement

*We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multilingual lifelong learners who help to create a peaceful and better world.*

## 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.” (from [www.ibo.org/](http://www.ibo.org/))**

## **Philosophy**

Inclusive education means creating educational conditions for all students in schools that will help them to overcome barriers to learning and support the development of their individual potential. An inclusive approach is defined as "the unconditional acceptance of the special needs of all children". Heterogeneity is perceived as normal.

As a school with the International Baccalaureate programme, we recognize and respect that our students come from a variety of backgrounds, cultures and levels of life experience.

It is the policy of Spojená škola, Pankúchova 6, Bratislava not to discriminate on the basis of race, colour, religion, national origin, sex, age, weight, height, genetic information and any other reasons prohibited by laws. This diversity of student backgrounds, we believe, contributes to our school community and inspires teachers and students to be caring and open minded.

## **Definition of Special Educational Needs**

Some of our students have special academic, physical, social or emotional needs that are addressed so that each student can be successful.

Our priority is to ensure equal opportunities for all students (with special emphasis on the health and socially disadvantaged) through effective educational services, the necessary complementary aids and support services in school classrooms in order to prepare students for productive lives as full members of society.

In particular, the following target groups are taken into account when creating an inclusive school environment:

- students from socially disadvantaged backgrounds,
- students with Specific Learning Disabilities and Special Educational Needs
- students with health impairments (in accordance with the possibilities of the school)
- foreigners and migrants
- gifted and talented students

## **Admission procedures**

In the process of admission to study, it is the responsibility of parents to inform the school about the possible learning disabilities or special needs through the results of diagnostics from a pedagogical-psychological centre (CPPPaP). The School Counselor and the School Psychologist review any applications that are identified as potential SEN students. That team makes a recommendation for admissions or requests further information. This may include:

- higher time allowance
- possibility of typing on the computer

In addition to reviewing individual student applications, the School reviews current SEN enrollment to determine if we can serve the needs of incoming students while continuing to meet the needs of currently enrolled students. Where appropriate, diagnostic information is shared with classroom teachers.(Find more information in [Admission Policy](#))

### **Identifying students already enrolled**

At Spojená škola, all students with special educational needs, with social, emotional, and/or academic difficulties are identified, referred to and reviewed by the School Counselor and the School Psychologist. During the review process, students are evaluated to assess their individual needs, and a success plan is created. Additionally, students who are identified as advanced or gifted learners will also be appropriately placed and supported in the classroom. If necessary, students are referred to a pedagogical-psychological centre for further consultation and professional diagnostics.

Beside this, all students with special educational needs are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

### **Support Given and Services Provided**

At Spojená škola, support for students with special needs and abilities includes a School Psychologist and a School Counselor assistance, collaboration and/or consultation. They collaborate, and problem-solve, with general education teachers on lesson planning, co-teaching, and teaching strategies. Collaboration and consultation services are also provided by a certified psychologist at pedagogical-psychological centre( CPPP aP). These services consist of observations, support facilitation, consultation and/or collaboration with students, teachers, staff, and parents to help support the struggling learners. A psychological evaluation can lead to the process of student integration that can include:

- implementation effective strategies for students with SEN
- Individual Education Plan
- an assistant:based on a CPPP aP recommendation the school may request an assistant, who may or may not be assigned by the Ministry of Education.

Based on the diagnosis, general education teachers provide differentiated approaches to learning in order to help students of all learning styles. All students, either with SEN or gifted/talented, are included and educated in general education classes.

### **Differentiation**

At Spojená škola we share the philosophy that if “we increase our understanding of who we teach and what we teach, we are likely to be flexible in how we teach” (Tomlinson and Edison, 2003). In line with this philosophy, the academic, social and emotional needs of each learner are addressed. Differentiated strategies are implemented in all unit plans of IB Programmes (PYP, MYP, DP). Assignments and assessments are modified so that all students can access learning. Modifications may include elimination or extension of learning materials.

## **Monitoring**

Teachers pay attention to the following order and elements while observing the students in their class:

- Lesson observation: participations in lessons, homework, time management, group work, skills and attitudes
- Evaluation: improvement/regression of the tough topics
- Social time: relationships with friends, relations with teachers, self-expression methods, skills and attitudes, assessing free time, taking part in group activities, taking responsibility within the group

CPPPaP is fully responsible for entry identification procedures and exit support structures. The school fully follows CPPPaP instructions.

## **Assessment**

At Spojená škola, Pankúchova all students are assessed with IB criteria respecting the CPPPaP recommendations for assessment of students with special academic needs. Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks etc.) for all assessments in one or more subjects through the academic year, as appropriate to their needs. (see [Assessment policy](#))

## **Privacy**

At Spojená škola, Pankúchova all information pertaining to the students is subject to a code of confidentiality. School Guidance Services Files related to all students are kept in the school archive in accordance with the current Slovak National Legal Requirements.

## **Conclusion**

At Spojená škola, Pankúchova we respect all students with academic, social, emotional, and physical needs and provide them with the support and mentoring in order to reach success in their private and professional life.

## **Supporting Special Educational Needs in The Diploma Programme**

### Support offered by the IB in the Diploma Programme

The IB allows school to make their own decision on provision for SEN students in exams based on the following criteria from the DP Handbook 9.1.2 “Assessment requirements not requiring authorization”:

·A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be difficult for a candidate with autism. Furthermore, a candidate’s condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with vision or hearing difficulties).

An assistant, if necessary, a nurse, may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.

A candidate who normally uses an aid (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.

A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper without prior authorization from the IB Assessment centre.

If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.

·Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.

For a candidate who has colour blindness, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination).

However, no other form of assistance may be given without authorization from the IB Assessment centre.

A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.

A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.

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The candidate should not feel as though he/she is under pressure or scrutiny.

At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (See section 4.7 Access to extensions and exemptions).

In order to get extra time for one or more DP students in the exams we must follow the following steps in the DP Handbook 9.1.3 “Assessment requirements requiring authorisation”.

The school must apply for special educational requirements 6 months before the exam session.

The school must identify one or more areas of concern, regarding the student, for example: reading, writing, processing information, medical, mental health, anxiety, physical.

The school must get both student’s and parents’ approval before starting the process. Without the approval the IB are unable to take any action.

**The IB require two supporting documents from the school:**

**A)** The student must be referred to the school psychological / Special Educational Needs (SEN) counsellor.

The counsellor must give the student a test in the area of concern only (The IB do not require tests in other areas). There are no official IB tests, each school/country will have their own preferred tests. If the school doesn't have the tests, the counsellor should know how to get them, if this is not possible the tests can be bought from outside. The test scores must be sent to the IB.

**B)** At least one piece of evidence of the student's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish.

- Teacher instructions given for the piece(s) of work sent in.
- Teacher feedback on the piece(s) of work handed in.
- Evidence of the support the teacher has given the student in relation to their potential learning needs.
- The teacher's assessment of the problems the student faces in their subject and an overall account of his/her performance in the subject.

According to the IB Handbook of procedures, the following is also acceptable:

- anecdotal observations from the school such as records or correspondence from a class teacher or a school counsellor
- an individualised educational plan (IEP)
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

## **Procedures at Spojená škola for offering the IB Support in the IB Diploma Programme**

The process for identifying Special Educational Needs and applying for special arrangements in the Diploma Programme are as follows:

- At the start of each academic year the DP coordinator will address the school community to explain the IB`s commitment to inclusion and its supportive philosophy towards students who have special educational needs. The DP coordinator will give an overview of the support on offer to staff and parents through meetings and workshops. At the workshops the DP Coordinator will outline the provision offered by the IB, this information will also be communicated to parents through a letter both in Slovak and English.
- Parents will be made aware that they can take the first step by contacting the school if they feel their child needs support from the IB.
- The Coordinator will make staff aware of the SEN process in the Diploma Programme as laid out in this policy at regular intervals throughout the academic year at meetings, staff briefings and in response to parent and / or teacher concerns.
- If a subject teacher suspects that a student has Special Education Needs, he / she will notify the homeroom teacher and DP Coordinator of their concerns.
- The Homeroom teacher and DP Coordinator will speak to the student and their parents, explaining the process and the different types of support the IB can give in final exams and assessments.
- If there is agreement to carry on with the process, the school counsellor will be contacted and will arrange a meeting with the student and parents.
- The school counsellor will recommend medical institutions who can give a test and diagnosis.
- The student's teacher (and other teachers if necessary) will provide the IB required sample of the student's work, teacher comments and teacher`s provisions for the student.
- The diagnosis and student/teacher work will be sent to the IB who will make a decision on extra provision based on the evidence received.
- The IB Diploma Coordinator will ensure that all documentation and registration of SEN students comply with IB expectations and that special arrangements are authorised through IB Cardiff through the IBIS website.

## **References**

The following documents were consulted in creating this policy:

- Candidates with Special Educational Needs (May 2011), International Baccalaureate
- Diploma Programme: Principles into Practice, (August 2009), International Baccalaureate

- Special Educational Needs Policy (March 2013), Highland Secondary School, British Columbia, Canada
- Learning Diversity in the IB Programmes (August 2010), International Baccalaureate
- Middle Years Programme: Principles into Practice (August 2008), International Baccalaureate
- Special Educational Needs Policy (May 2009), Queensland Academy for Creative Industries, Queensland, Australia
- The IB Guide to Inclusive education: a resource for whole school development.
- Candidates with Assessment Access requirements (Updated July 2014) International Baccalaureate.
- Learning in a language other than mother tongue in IB programmes (April 2008) Internal Baccalaureate.
- Meeting Student Learning Diversity in the Classroom. (May 2013) International Baccalaureate
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- MYP: From principles into Practice: Learning diversity and inclusion in IB programmes, Geneva 2016
- Programme standards and practices. Cardiff: International Baccalaureate Organisation, 2014 (updated 2016)
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