

**THE SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY**  
**IN THE INTERNATIONAL BACCALAUREATE CLASSES IN THE XXXV BOLESŁAW PRUS HIGH SCHOOL IN WARSAW**

The school community develops a learner-friendly atmosphere which helps to establish team-work, mutual respect and support among students. Arising problems are solved by the community as a whole. Students with special educational needs are provided with additional support.

1. Students with special educational needs are helped by recognizing their individual requirements. The school meets their developmental and educational needs and recognizes their individual capabilities, as well as the environmental factors that affect their school performance. The school supports the students' potential and provides the conditions under which they can fully and actively participate in both school life and social life.
2. Students are provided with support especially in the case of:
  1. disability;
  2. social maladjustment;
  3. the threat of social maladjustment;
  4. behavioural and emotional disorders;
  5. special talents;
  6. specific learning difficulties;
  7. deficits in language competence or linguistic skills;
  8. chronic diseases;
  9. crises and traumatic situations;
  10. educational failures;
  11. environmental negligence related to the student's or their family's living conditions;
  12. adaptation difficulties that result from cultural differences.
3. Support is provided by teachers, the psychologist, the pedagogue and the vocational counsellor.
4. Special care is taken to help talented students through:
  1. organizing classes that prepare them for competitions and subject olympics;
  2. cooperation with universities to enrich the learning experiences;
  3. organizing internal competitions for the students;

4. motivating the students through a system of rewards for excellent result.
5. A student who finds himself in a difficult financial situation that results from low income, family problems or random events has the right to social aid. The principles of granting such benefits are described in separate regulations.
6. A student who suffers from a chronic illness, especially during his second year of the IB programme, can apply to the IB coordinator and, through him, to the IBO to adopt special solutions. This is only applicable when the illness prevented the student from completing one of the mandatory tasks. The documentation supplementing such application has to be translated into English by a sworn translator. Additional information regarding the range of the supplementing documents and the way in which they are to be sent to the IBO are described in the IBO's regulations.
7. In justified cases IBO can decide to adopt one of the following adjustments or others, depending on particular circumstances:
  - extending the deadline of sending the task to the examiner;
  - assign special support in solving practical tasks;
  - exempt the student from the task.
8. Each student participating in the IB programme is entitled to psycho-pedagogical aid. Such aid is given in accordance with the school's regulations. A student can take benefit from this aid at his own request, at the request of a teacher or other persons indicated by the regulation on the provision and organization of psychological and pedagogical assistance in public kindergartens, schools and facilities.
9. The methods of working with a student with specific learning difficulties are developed by the IB coordinator along with the school pedagogue, class teacher, and the relevant subject teachers. At the foundation of such methods lie the recommendations stating the student's dysfunctions, specific forms of working with the student as established by the Polish educational system, as well as the IBO's *Teaching students with particular special educational and learning needs – a resource for schools* guideline.
10. If assistance in the form of special assessment condition has been given to a student of the IB programme on the basis of the judgment of the (psycho-pedagogical) counseling center, such student may apply for similar assessment conditions during the examination session.
11. Adjusting the matura exam to the individual needs takes place at the student's or his

parents'/ legal guardians' request. Such request is issued to the IB coordinator, who relays it to the IBO.

The request has to be accompanied by the documentation of the counselling centre, along with its English translation done by a sworn translator. Such documentation includes the written proof of all the psychological and pedagogical support the student has been given by the school.

12. The complete documentation, alongside the request to adjust the conditions of the exam, is to be transferred to the IBO not later than 6 months before the exam session, that is until November 15th of the second year of the IB programme. This means that the request and the translated opinions, certificates and judgments has to be submitted to the coordinator not later than by October 1st of the same year. Additional information regarding the extent of the documentation and the specific procedures of delivering it to the IBO are set out in the IBO's regulations, especially in *Candidates with Special Assessment Needs*, IBO 2011.

13. According to needs, IBO can decide to assign the following adjustments to the student:

- extend the exam time,
- grant a break while writing the exam,
- allow the student to write the exam on a computer,
- allow external devices or people to help the student with reading, writing or communicating aspects of certain tasks
- adjust the exam itself,
- exempt the student from one or more parts of the exam;
- other adjustments recommended by the committee and accepted by the IBO.

This document was prepared in response to students' needs and expectation analysis by all teachers involved in the IB DP and drafted by Urszula Kmiotek and Renata Sidoruk- Sołoducha.

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Should the need arise, the document will be modified in an collaborative effort by all IB DP teachers

This document was prepared on the basis of the Regulation of the Minister of National Education from 9 August 2017 on the principles of organizing and providing psychological and pedagogical assistance in public kindergartens, schools and facilities, as well as the following publications: International Baccalaureate Organization, *Candidates with Special Assessment Needs* (Cardiff Peterson House), 2009), International Baccalaureate Organization, *Teaching students with special educational and learning resources* (Cardiff Peterson House, 2004 )