**SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY**

**AT THE XXXV LICEUM OGÓLNOKSZTAŁCE Z ODDZIAŁAMI DWUJĘZYCZNYMI IM. BOLESŁAWA PRUSA**

**IN WARSAW**

The community of the XXXV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Bolesława Prusa provides equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings. Thus, it is only natural that school supports the policy of the International Baccalaureate Organization regarding students with learning support requirements as well as access and assessment arrangements specified in the document “Access and inclusion policy” (IB, published Sept.,2022).

The main aim of the Inclusion Policy is to engage all stakeholders in an effort to accomplish the following objectives:

* support candidates with exceptional needs in taking advantage of the curriculum offered by the school;
* encourage candidates to play an active and conscious role in their learning process with reference to the IB Learner Profile;
* determine responsibilities of all stakeholders and engage them in creating equal opportunities for students with exceptional needs;
* create an atmosphere of inclusion, open-mindedness and mutual respect in learning and teaching processes.

The XXXV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Bolesława Prusa has developed its ‘Special Educational Needs and Inclusion Policy’ in accordance with the following IB programmes standards and practices:

The school implements and reviews an inclusion policy that meets IB guidelines.

The school identifies in its inclusion policy all of its legal requirements and outlines the school’s structures and processes for compliance.

The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school’s vision for implementing inclusive programmes.

The XXXV Liceum has also developed the Polish Ministry of Education Regulation dated 2017. It said that schools should provide and organize psychological-pedagogical assistance for students with special educational needs. Potential candidates for special needs and inclusion education are identified on the basis of:

• their medical history

• perceived difficulty in studying

• noticeable discrepancies between their current level of achievement and that of their peers.

**General rules**

The school identifies students who may require specific, individualized support and arrangements for teaching and learning to ensure they develop and demonstrate their attainment to the best of their abilities and are assessed fairly.

Special educational needs apply to students with challenges identified by medical documentation and/or certificates issued by Psychological and Pedagogical Counselling Centres.

The challenges usually include: specific learning difficulties (dyslexia, dysgraphia, dyscalculia, dyspraxia, etc.), ADHD, autism, Asperger’s syndrome, visual impairment, speech/communication difficulties, emotional and behavioural difficulties, social maladjustment medical conditions.

Candidates for special educational needs may also be identified by the school due to their perceived difficulties in learning. In that case the parents/legal guardians are informed and suggested consultation with the school’s psychologist or pedagogical counsellors, who may suggest further consultations outside the school.

Students with statements of special educational need and the opinions of the psychological pedagogical or specialist clinic are provided with psychological-pedagogical assistance at school.

Aid for the student may be granted during the current work or in the forms of:

* extracurricular talent and creativity development classes;
* teaching-compensation classes;
* specialized courses developing emotional and social competences and other therapeutic activities;
* activities related to the field of education and planning of education and professional career;
* individualized education path;
* advice and consultations;
* workshops.

Psychological-pedagogical assistance is free and voluntary.

**Rights and responsibilities of the School and school community members**

The School:

* makes sure that the special provisions requested for a student are in compliance with the IB DP programme and policies;
* provides guidance to learners and teaching staff to ensure good cooperation in aiding the learning process;
* implements timetable structures, available resources and facilities, forms of communication and updates to a student, parents/guardians and faculty staff to implement special needs provision within its capabilities;
* cooperates with Parents/Guardians in a situation where a shadow teacher is needed and will make sure that the assistant has appropriate pedagogical qualifications and is fully accepted by the School management before entering the classroom.

The IB DP Coordinator:

* ensures that the candidate and her/his parents or legal guardians are familiar with the IB document “Access and inclusion policy” and will provide detailed information on the possible provisions the School may offer the student within its capabilities and in line with the IB regulations during the course of study and in the examination room;
* provides support/consultation to the student with special education needs in the process of choosing her/his subject courses for the Diploma Programme based on the student’s individual strengths and challenges;
* works collaboratively with the faculty staff to support the student with access arrangements during the course (e.g. the use of a word processor, internal deadline extension, font, size);
* informs the student and her/his parents or legal guardians on all documentation needed to obtain authorization from the IB for inclusive arrangements during the examination session. In due time the Coordinator will obtain the student’s consent to submit appropriate documentation requesting such arrangements;
* submits the request to the IB, monitors the process and provides updated information to the students and her/his parents/ guardians;
* assures confidentiality of the information about a student to be shared with parents/ guardians/psychologist/school management.

The psychologist/school counselor:

* maintains a school register of students covered by psychological and pedagogical assistance;
* participates in the work of the team for psychological and pedagogical assistance for students with a certificate, documents and stores documentation related to providing psychological and psychological care;
* undertakes activities in the field of prevention of addictions and other problems of children and youth;
* initiates and conducts mediation and intervention activities in crisis situations;
* helps parents and teachers in recognizing individual abilities, predispositions and talents of students.

The class teacher:

* identifies struggling learners and refers the students to the form teacher, pedagogical staff;
* complies with and implement all agreed arrangements for a student with inclusive arrangements, monitors the student’s performance and maintains accurate records on her/his progress;
* assures confidentiality of the information about students to be shared with parents/ guardians/coordinator/psychologist and maintains discretion in providing special education services.

The Student:

* strives to display all features of the IB learner profile;
* is proactive in asking for assistance from the School staff;
* follows all internal ISoP policies and procedures as well as IB regulations.

The Parents/legal Guardians:

* make sure all valid information on their child’s exceptional education needs are communicated to the School in the process of application;
* play an active role in the student’s education;
* maintain ongoing pro-active communication with the School, especially subject teachers and form teacher. They should also communicate any changes in their child’s special education needs and provide all documentation (including medical reports) requested by the School and the IBO;
* are responsible for paying all fees and expenses related to any extra support their child will receive at school. Such expenses must be communicated by the School management first and both parties must settle an agreement on such issues.

**Access and Inclusive assessment requirements and exam arrangements**

The inclusive access arrangements provided for a student are planned once a student is enrolled in the school. The school requests inclusive access arrangements for examinations from the IB. Before submitting appropriate documentation to the IB, the school obtains consent from the candidate or from candidate’s parent(s) or legal guardian(s). This document has been prepared and modified as a result of the analysis of students' needs and expectations by a team of teachers involved in the IB DP.

Inclusive access arrangements may be necessary due to:

• long-term learning support requirements;

• temporary medical conditions;

• additional language learning.

Examples of inclusive arrangements and accommodations

1. Requiring the IB authorization:

* extension to external deadlines;
* access to modified papers (print, colour, font);
* access to additional time;
* the use of a word processor with/without a spellchecker in the examination room;
* a scribe, a prompter;
* additional opportunities to retake exams.

2. Not requiring the IB authorization (at the discretion of the IB DP Coordinator):

* separate examination room, if it is in the best interest of the students;
* appropriate seating to meet the needs of an individual student;
* the use of a hand-held magnifier;
* rest breaks for students with some medical challenges;
* the presence of a prompter in the exam room.

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*The following publications have been used in the preparation of this document:*

*Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpnia 2017 r. w sprawie zasad organizacji i udzielania pomocy psychologiczno-pedagogicznej w publicznych przedszkolach, szkołach i placówkach (the Regulation of the Minister of National Education of 9th August 2017 regarding the rules for granting and organization of pedagogical supervision at public kindergartens, schools and other facilities.); IBO Programme standards and practices (2018, last updated 2022); Diploma Programme Assessment procedures (2023); Learning diversity and inclusion in IB programmes. Removing barriers to learning (2016, last updated 2020); Meeting student learning diversity in the classroom (2019); Access and inclusion policy (**2022).*

(─) Koordynator IB DP (─) Dyrektor

w XXXV Liceum Ogólnokształcącym XXXV Liceum Ogólnokształcącego

z Oddziałami Dwujęzycznymi z Oddziałami Dwujęzycznymi

im. Bolesława Prusa w Warszawie im. Bolesława Prusa w Warszawie