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*III Liceum Ogólnokształcące
im Marynarki Wojennej RP w Gdyni
International Baccalaureate World School 0704*



School Inclusion Policy

(Last review: June 2023)

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.

IB Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The aims of inclusion

Inclusion involves the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation.

Successful inclusion should result in every student feeling safe, confident and happy at school. It should see every student making the best progress of which they are able and enjoying their time at school. Successful inclusion should promote every student's belief in themselves as a learner and valued member of the school community.

Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

III Liceum Ogólnokształcące in Gdynia / IB World School 0704 is fully committed to creating an inclusive learning environment where every student has the opportunity to achieve their full potential within the IB Diploma Programme. Through adherence to legal requirements, collaboration with all stakeholders, and regular policy reviews, the school ensures that inclusive education is not just a policy, but a lived practice throughout the school community.

1. Legal Requirements

This policy ensures that III Liceum Ogólnokształcące in Gdynia adheres to all legal requirements set out in relevant Polish and international law, including:

- **Polish Education Law (Ustawa o systemie oświaty, Dz.U. 1991 nr 95 poz. 425)**, which guarantees equal access to education for all students, regardless of any disabilities, learning difficulties, or other needs.
- **United Nations Convention on the Rights of Persons with Disabilities (CRPD)**, ratified by Poland, ensuring the rights of individuals with disabilities to an inclusive education.
- **International Baccalaureate Organization (IBO) Standards and Practices**, particularly with regard to inclusive education and equitable access to IB programmes.
- **The School Statute, especially par. 35, 36, 38, 39, 64, 68, 69,70, 85, 126.**

2. School's vision for implementing inclusive practices

III Liceum Ogólnokształcące in Gdynia and IB School 0704 is committed to fostering an inclusive learning environment where all students have equitable access to the IB Programme, regardless of individual needs. Our school believes that inclusion promotes academic excellence, personal growth, and a deeper understanding of diversity. This aligns with the IB philosophy, which emphasizes the development of well-rounded, globally-minded learners.

Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. This applies to the education of students with perceived individual differences – intellectual giftedness, autism spectrum, ADHD, dyslexia, learning disabilities, physical, developmental and communication challenges as well as behavioural and emotional disorders.

There are a number of identified groups of students and families for whom this policy is particularly pertinent:

- students with Special Educational Needs or Disabilities (SEND),
- students whose home language is not English (EAL),
- students who are Gifted, Able and/or talented (GAT),
- students with physical or sensory impairments,
- students whose families may be Asylum Seekers or Refugees,
- students who might be subject to abuse or harassment, for whatever reason,

- students under the care of Social Services or students who may be in public care, or living with foster families,
- students whose family are in crisis or under great stress,
- students at risk of significant harm,
- students with poor attendance,
- students who are at risk of disaffection and exclusion from school.

The school's vision for inclusive education includes:

- creating a learning community where every student feels valued and respected,
- using differentiated instruction to cater to the diverse needs of learners,
- ensuring that all students are provided with the support needed to succeed in the IB Programme,
- promoting understanding and awareness of diversity and inclusion within the school community.

Specifically, we actively seek to recognise and meet the very diverse needs of our students by:

- monitoring the achievement and well-being of our students and the quality/nature of the learning opportunities they are offered,
- tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students,
- correctly identifying and then seeking to overcome potential barriers to student's learning or their full participation in school life,
- developing and deploying resources to best reflect the various levels of need experienced by students,
- taking care to ensure that vulnerable students, including those with additional or Special Educational Need or Disabilities are appropriately supported,
- sharing any concerns we may have regarding a student with their parents or carers and then seeking to work together with them, for the good of the student,
- liaising closely with professionals from institutions involved in the care and support of students,
- providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

3. The structure and process of complying with legal requirements

Potential candidates for special needs education are identified on the basis of:

- their medical history,
- noticeable discrepancies between their current level of academic performance and that of the same-age peers,
- perceived difficulty in studying.

It must be noted, however, that if the identification of learning disabilities is based on observation, students are not classified as requiring learning support until it has been documented that they do not benefit from the general education curriculum and teaching and learning approaches.

The issue of educational requirements is addressed in the the School Statute, which states (§126) that the teacher is obliged to adapt educational requirements to the individual physical, psychological and educational needs of the student who has been diagnosed with disorders and developmental dysfunctions or specific

learning difficulties that disable them from fulfilling these requirements. This is based on opinion of a public or non-public pedagogical, psychological and specialist clinic.

Enrolling to the school, the student may provide appropriate documentation from a specialized clinic, which is analysed by the school pedagogue, who familiarizes teachers with a student's needs and supports in implementing special teaching and assessment strategies.

If the student does not have any documentation, but the outcome of their work may result from learning disabilities, the school supports the student's application for specialist diagnosis following information from the teaching and/or pastoral staff and with the consent of the student and their parents/guardians. This diagnosis is the basis for further practice and procedures (eg. submitting requests for inclusive access arrangements).

Further practice may take the form of:

- psychological and/or pedagogical guidance and counseling,
- talent and creativity development classes,
- special arrangements for class work,
- learning support classes,
- special access arrangements,
- special arrangements for assessment.

Throughout the year, teachers and parents of students with unique needs are provided with psychological and pedagogical assistance, in which way they may receive support not only in tackling child-raising and teaching problems, but also in developing their educational skills. This assistance is provided by a qualified pedagogue and psychologist working full-time for the school, both of whom have also completed studies in psychotherapy.

In the school, we strive to comply with legal requirements by incorporating inclusive practices into every level of our school structure. The following steps outline how we ensure compliance:

- **Individual Learning Plans (IPETs):** For students with special educational needs (SEN), individual plans are created to address specific learning needs. These are regularly reviewed and adjusted by the school's team of educators, specialists, and the student's family.
- **Inclusive Admission Process:** Students applying to the IB Diploma Programme are not discriminated against on the basis of physical, intellectual, or emotional challenges. The school ensures equitable access to all students who meet the programme requirements.
- **School Support Teams:** A dedicated inclusion team (comprising the IB coordinators, school psychologist, special education teachers, and subject teachers) hold meetings to discuss and support students with learning challenges.
- **Access Arrangements for IBDP Examinations:** The school ensures that students with documented needs are provided with appropriate accommodations (such as additional time, modified formats, or the use of assistive technology) during both internal and external assessments, as per IBO guidelines.
- **Professional Development:** Regular professional training is provided to all staff members on inclusive teaching strategies and current educational practices regarding inclusive education and SEN.

Final IBDP exam assessment

The IBO regulates special arrangements for students who require them in the publication Access and Inclusion Policy (International Baccalaureate Organization, November 2018).

Basing on documentation obtained from the student or their parents/guardians and after consultation with the teachers who work with the student (in some cases with the school pedagogue), the IB Coordinator will apply to the IBO for changed conditions during the assessment process for a student with inclusive access requirements.

These will enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

All requests for inclusive assessment arrangements are submitted by the IB Coordinator using the online application in IBIS. All require the consent of the student and/or their parents or legal guardians.

In circumstances that do not require formal confirmation from the IBO, the IB Coordinator may decide on special arrangements for a student following the principles stated in the most recent Access and Inclusion Policy IBO publication.

4. Rights and Responsibilities of the School Community

a) Students

- **Rights:** Every student has the right to participate fully in the academic, social, and extracurricular life of the school, regardless of individual challenges. Students are entitled to differentiated support to help them meet the academic demands of the IB Diploma Programme.
- **Responsibilities:** Students are expected to actively engage in their learning, adhere to the school's code of conduct, and communicate openly with teachers and support staff about their learning needs.

b) Teachers and Staff

- **Rights:** Teachers have the right to receive appropriate professional development and resources to implement inclusive teaching strategies.
- **Responsibilities:** Teachers are responsible for identifying students who may need additional support, collaborating with the inclusion team, and differentiating instruction to accommodate diverse learners.

c) Parents and Guardians

- **Rights:** Parents have the right to be informed about their child's progress, learning support provisions, and any accommodations being made. They also have the right to request additional meetings with teachers or support staff as necessary.
- **Responsibilities:** Parents are expected to collaborate with the school by providing relevant documentation of their child's needs, attending meetings, and supporting the school's efforts to meet their child's needs.

d) School Leadership (Principal, IB Coordinator, Inclusion Team)

- **Rights:** School leaders have the right to receive updated and accurate information from teachers and staff regarding students' needs and progress.
- **Responsibilities:** The leadership team is responsible for ensuring that policies and procedures align with legal standards and the school's inclusive philosophy. They must also ensure that resources are allocated to provide appropriate support for students with access requirements.

5. Review AND Monitoring Process

It has to be noted that the inclusive access arrangements provided for a student by the IBO must:

- be carefully individualized, evaluated and monitored,
- reflect the optimal support that the student requires,
- be based on current, not past, requirements,

- be drawn upon teacher observations in the classroom,
- be considered in line with the eligibility criteria for inclusive access arrangements in this policy
- be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).

This Inclusion Policy is subject to regular review to ensure its continued alignment with legal requirements and best practices in inclusive education. Reviews are conducted as necessary. The review process includes:

- gathering feedback from students, parents, teachers, and staff through surveys and meetings,
- reviewing student performance data to assess the effectiveness of support measures,
- ensuring compliance with updates in Polish law and IB guidelines on inclusive education.