



**Inclusive Assessment Policy
for IB Diploma Programme
at IX Liceum Ogólnokształcące
im. Tadeusza Nowakowskiego
z Oddziałami Dwujęzycznymi**

IB World School 2988



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.

The school mission statement

The aim of the school is to develop self-reliant, empathetic, open to the world and another human being, courageous, educated, reflective, responsible and active people who learn throughout their whole lives. Inspired by the life and work of the school's patron, Tadeusz Nowakowski, we want to educate students of high moral standards, prepared to live in a multi-cultural world.

A student of our school, the patron of which is Tadeusz Nowakowski, will take part in the creation of the modern world by taking up challenges, working for school, local and international communities of our planet. Besides, our student will make a conscious use of their knowledge, skills and abilities.

To reach this goal our school creates a friendly environment of mutual respect, enthusiasm for learning and cooperation by creating a community of students, teachers and parents who jointly cooperate in the process of education.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi - is a state, co-educational high school for students between 15 and 19 years old. The purpose of this policy is to provide inclusive access arrangements guidance for the Diploma teachers, parents/guardians and the DP students. This policy is available at school for all interested stakeholders and it has been prepared according to the International Baccalaureate Organization policy for Diploma Programme: „Access and inclusion policy” published in November 2018, updated in February 2021.

Inclusive education means embracing the diversity of learners and all minority groups. In our school we create a culture of collaboration, mutual respect, support and problem solving in order to give the opportunity to experience IB education to different types of learners. Inclusion concerns all learners, their parents and caregivers, support staff and non-teaching staff. Students are at the centre of education in the IB programme, with their own strengths and challenges. Our principles are:

All students are valued and equally treated.

- Teachers believe in each and every student’s ability to learn and thrive in our school environment.
- Diversity is understood to include all members of a community.
- Learning is student-centred and fosters independence and critical thinking.
- The school processes enable all students to realize their full potential in a student-friendly learning atmosphere.
- Teaching and learning addresses the diversity of student needs taking into account student's values, abilities and prior knowledge.
- All students are offered support by a network of psychologists, teachers, and IBO coordinator who follow each student’s progress closely and support any student who might be struggling academically or socially.

At IX Liceum Ogólnokształcące Inclusive education is based on collaborative work of the leadership team, teachers, parents, the school pedagogy teacher and the school psychologist. The school is supported by specialist institutions like Psychological and Pedagogical Guidance Service and Counselling in Bydgoszcz. Students, parents and teachers receive support and counselling at school on daily basis. The school psychologist is available to the whole school community from Monday to Friday. The pedagogy teacher and the psychologist organize workshops and meetings both for students and parents. The topics of those workshops are

chosen in cooperation with students and their parents, according to the needs (for instance Coping with Stress, How to Motivate yourself or Learning Techniques).

Our aim is to provide appropriate learning support. To this end, the leadership team collaborates with pedagogical-psychological team and teachers to meet all the needs of our students in order to foster their social, emotional, and physical well-being. We provide guidance and support that help students succeed in the IB programme. We build relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of the IB programme.

1. Planning inclusive access arrangements during the course of study

1.1 Once a student is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including provision of access to learning and teaching with suitable inclusive access arrangements.

1.2 The inclusive access arrangements provided for a student must be planned at the start or early on during the course of study and be incorporated as the usual way to access classroom work and tests.

1.3 The inclusive access arrangements provided for a student 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 for all students with learning support requirements in the school/classroom).

1.4 The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage.

1.5 Careful consideration should be given to a student's choice of subjects. The subjects chosen should allow them to demonstrate their strengths and empower them as learners. Schools may wish to consult the IB for advice before the student starts their studies.

2. Identification and provisions

2.1 Students who have, or are suspected to have, learning support requirements or/and assessment access requirements will be identified through the following:

- Referrals directly from teachers;

- Information, concerns or direct referrals from parents;
- Information and concerns expressed by students;
- Counselling by the school psychologist and/or counsellor;
- Further investigation i.e. appropriate screening and assessment, in an educational context, will take place to establish the extent of the student's difficulties and appropriate action, based on the findings, put in place to support the student's needs.

When a potential learning challenge is identified by teachers or communicated by the student or his/her parents, these are addressed by appropriate differentiation within the classroom. In a differentiated classroom teachers differentiate the teaching-learning process as well as assessment. Any adjustments made to teaching and learning and any other support the school provides are discussed in advance with parents and students and their wishes are considered.

2.2 Examples of challenges:

Educational support may be provided for students affected by the following disabilities, illnesses and learning difficulties:

PHYSICAL CHALLENGES

Fine motor challenges

Cerebral palsy

Muscular dystrophy

COMMUNICATION AND SPEECH DIFFICULTIES

Specific language impairment (receptive or expressive)

Auditory processing difficulties

Fluency disorders (stuttering/stammering)

Verbal dyspraxia / apraxia

SENSORY CHALLENGES

hearing impairments

visual impairments

SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Attention deficit

Hyperactive disorder

Personality disturbances

Emotional disturbances (eating disorders, depression, excessive stress reaction)

MENTAL HEALTH CHALLENGES

Depression

Anxiety

Obsessive compulsive

Post-traumatic stress

OTHERS

Autism spectrum

Asperger's Syndrome

Pervasive developmental disorders

MEDICAL CHALLENGES

Diabetes

Cancer

Asthma

Cystic fibrosis

Epilepsy

2.3 POSSIBLE FORMS OF SUPPORT PROVIDED BY THE SCHOOL MAY INCLUDE:

- classroom support for students with learning support requirements i.e. enrichment activities, classroom accommodations,
- small group instruction, or one-on-one support, depending on what all stakeholders agree upon;
- additional support outside of the classroom to meet academic, social or behavioural needs.
- when possible, co-teaching will be used as a strategy to meet learning support requirements.
- psycho-pedagogical support available to all students (school counsellors, school psychologists).
- developing an Individual Learning Plan (ILP) for students with learning support requirements.
- adjustment of school internal calendar deadlines to support the ID BP students in meeting the full diploma objective.

3. Administering inclusive access arrangements during examinations

3.1 The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader). The person providing support must not be another candidate, a relative of the candidate, the subject teacher or a representative from an advisory service where a conflict of interest may be apparent or perceived. The IB will not pay a fee or expenses to any person providing support.

3.2 The school is responsible for making all arrangements for assistive technology required for access to learning and teaching and IB examinations. The IB will not pay for the hiring or purchasing of any equipment or software.

3.3 The school is responsible for ensuring that all equipment authorized for a candidate functions correctly and that there is a member of staff who is familiar with its use (for example, a Braille machine, computer software).

4 Evidence required (supporting documentation)

4.1 To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded to the online application “Request for inclusive access arrangements”.

- A psychological/psycho-educational/medical report or evidence from a language test for additional language learners
- Educational evidence from the school.

4.2 A psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.

4.3 The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

4.4 All supporting documentation must:

- be legible, on a document with a letterhead, signed and dated
- state the title, name and professional credentials of the person(s) who has undertaken the testing
- state specifically the tests or techniques used
- be consistent with the coordinator’s request for access arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages.

Furthermore, all psychological/psycho-educational reports must:

- state the candidate’s performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)

4.5 All language test reports for additional language learners must:

- state the standardized language test used
- state the language proficiency and performance benchmark results from the testing and the alignment with the proficiency criteria

4.6 Access arrangements are based on a candidate's current access requirements. The coordinator must therefore justify that access arrangements are necessary for the current assessment. For this reason, the supporting documentation (a medical or psychological evaluation report) must have been undertaken and dated within three years of the intended examination session. The exception to this is for inclusive access arrangements for additional language learners where the supporting documentation (language evaluation report) must be conducted no earlier than one year before the examination session. Some flexibility will be allowed with respect to the date of the medical report for candidates with permanent sensory and/or physical challenges.

4.7 It is not mandatory to test in all areas; the assessment may be in line with the candidate's learning support requirements. For example, if a candidate only has difficulties in writing, then the psychological report need not contain standard scores in reading and mathematics.

4.8 Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties that may be apparent in class plus a summary about the arrangements provided to the candidate in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the access arrangements that are being requested (for example, without the use of additional time/word processor/ word processor with a spellchecker).

5. Inclusive assessment arrangements may be provided during the assessment process for a candidate. These enable the candidate to demonstrate their level of attainment more fairly and are not intended to compensate for any lack of ability.

5.1 Arrangements requiring authorization:

- Extensions to deadlines
- Practical assistance
- Communicators
- Reading software
- Reader
- Transcriptions
- Scribes
- Word processor with a spellchecker

Besides, additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges to 25% additional time (15 minutes for each hour of the

examination) or the standard applicable to most candidates to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges. In exceptional cases, 100% or more additional time may be given upon authorization from the IB.

The school counsellor (pedagogue/psychologist) together with the DP coordinator and all teachers are responsible for helping identify candidate's assessed needs and have a responsibility for maximising achievement and opportunity of students. If a student possesses a medical certificate before entering the Diploma Programme, they should discuss the choice of subjects with the DP coordinator.

If inclusive assessment arrangements needs appear at the beginning or during the school year, students or their parents should report to the school's counsellor (pedagogue/psychologist) and the DP coordinator with necessary medical certificates. Furthermore, when a student is affected by a long-term illness, the DP coordinator together with teachers, the student and parents will organize special arrangement that will help the student fulfil all the requirements.

5.2 Arrangements not requiring authorization:

- A separate room
- Appropriate seating
- A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate
- For a candidate with hearing challenges, a communicator may be used to convey the Coordinator's or Invigilator's oral instructions without the authorization from the IB
- If a candidate has difficulties with reading or attention, examination directions may be clarified by the Invigilator or designated reader
- For a candidate who has colour blindness, a designated person is permitted to name colours in an examination
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological issues

6.The following responsibilities regarding inclusive access arrangements should be undertaken:

6.1 Responsibilities of the School

- The school provides guidance to students regarding inclusive access arrangements to help them make a decision concerning application to the Diploma Programme
- The school raises staff awareness of the needs of students
- The school provides resources for the implementation and continuation of the Inclusive Assessment Policy.

6.2 Responsibilities of the IB DP Coordinator

- The IB Coordinator contacts with the IBO
- The IB Coordinator prepares documentations for the IBO regarding inclusive access arrangements
- The IB Coordinator works collaboratively with teachers to support students
- The IB Coordinator provides examination accommodations approved by the IBO and those arrangements which are permitted without prior authorization from the IBO
- The IB Coordinator maintains discretion in providing inclusive access arrangements.

6.3 Responsibilities of the counsellor (psychologist/pedagogue)

- The counsellor communicates with students if any learning difficulties are met
- The counsellor works collaboratively with teachers to support them in implementation of medical recommendations
- The counsellor provides in-school training for teachers
- The counsellor communicates with the DP coordinator and parents of students
- The counsellor maintains discretion in providing inclusive access arrangements.

6.4 Responsibilities of teachers

- The teacher participates in all required training when available
- The teacher identifies learners and refers the student to the school psychologist/pedagogue and the IB DP coordinator.
- The teacher maintains discretion in providing inclusive access arrangements
- The teacher implements appropriate interventions and recommendations.

6.5 Responsibilities of the Parents

- Parents play an active role in their child's education
- Parents communicate to the school all information and documentation regarding their child's inclusive access arrangements, including a translation of any medical reports into English if necessary

- Parents communicate to the school all changes in their child's inclusive access arrangements.

6.6 Responsibilities of the Student

- Students ask for information and support from the school administrators, the IB DP coordinator, counsellor (psychologist/pedagogue) and teachers
- Students are active participants in classes and meetings.

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Inclusive Assessment Policy document is based on „Access and inclusion policy” published in November 2018, updated in February 2021 by the International Baccalaureate Organisation.