



**Special Educational Needs Policy
for IB Diploma Programme
at Zespół Szkół nr 4 –
IX Liceum Ogólnokształcące
IB World School 2988**

Zespol Szkol nr 4 - IX Liceum Ogólnokształcące - is a state, co-educational high school for students between 13 and 19 years old. The purpose of this policy is to provide practical guidance for the Diploma teachers, parents/guardians and the DP students with special educational needs and disabilities. This policy is available in the school for all interested stakeholders and it has been prepared according to the International Baccalaureate Organization policy for Diploma Programme: *“Candidates with assessment access requirements, last update July 2014”* and *“Programme standards and practices, for use from 1 January 2014”*.

The staff of the IB Diploma Programme demonstrates its support for learning diversity in accordance with: Standard B2, Practice 8 “The school provides support for its students with learning and/or special educational needs and support for their teachers”¹ and we believe “that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances. This policy applies to candidates with long-term or permanent challenges”² (page 1).

A student has special educational needs if she/he:

- has a significantly greater difficulty in learning than the majority of the student of the same age/class
- has a neurodevelopmental disorders (such as ADHD, autism, Asperger’s syndrome communication disorders, learning disorders)
- has a physical disability which prevents or hinders the student from learning or performing compared to students of the same age within the school
- has a chronic illness that interferes with daily functioning and the student’s activities for more than three months in a year
- is identified as gifted and talented or exceptionally able.

Due to lack of specialists our school is not able to help students with severe visual or hearing impairment, Down’s syndrome or other neurological dysfunctions.

According to *“Candidates with assessment access requirements, last update July 2014”* the DP coordinator will communicate with the IBO and send the necessary application forms for special assessment needs/inclusive assessment arrangements related to the IB examinations. Two documents must be submitted: “The first document is a psychological/psycho-educational/medical report from a psychological or medical

¹ *Programme standards and practices, for use from 1 January 2014, IBO*

² *Candidates with assessment access requirements, First published May 2009, Updated May 2011, September 2013, and July 2014, IBO*

service and the second is educational evidence from the school. A psychological/psycho-educational/medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence. 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.

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents

Furthermore, 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 student with learning support requirements only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics. Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties which may be apparent in class plus a brief 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 assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check). (...) Most of the referred requests will be evaluated based on the information and evidence provided, but for some, discussion between the coordinator and IB Assessment centre may be necessary to decide on the most suitable arrangement(s) for the candidate."

“Inclusive assessment arrangements are changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.”³

Candidates who require inclusive assessment arrangements may be authorized:

- Extensions to deadlines
- Practical assistance
- Communicators
- Reading software
- Reader
- Transcriptions
- Scribes
- Word processor with spell checker

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.”

The school counsellor (pedagogue/psychologist) together with the DP coordinator and all teachers are responsible for helping identify special educational needs and have a responsibility for maximising achievement and opportunity of SEN students. If a student possesses a medical certificate before entering the Diploma Programme (and is regarded as SEN student) he/she should discuss the choice of subjects with the DP coordinator.

If special educational needs appear at the beginning or during the school year SEN 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 to fulfil all requirements.

³ Candidates with assessment access requirements, First published May 2009, Updated May 2011, September 2013, and July 2014, IBO

Responsibilities of the School

- The school provides guidance to students with special educational needs to help them make a decision concerning application to the Diploma Programme.
- The school raises staff awareness of the needs of SEN students.
- The school provides resources for the implementation and continuation of the Special Educational Needs Policy.

Responsibilities of the IB DP Coordinator

- The IB Coordinator contacts with the IBO
- The IB Coordinator prepares documentations for the IBO regarding special educational needs
- The IB Coordinator works collaboratively with teachers to support students with special educational needs.
- 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 special educational needs.

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 SEN students
- The counsellor maintains discretion in providing special education needs.

Responsibilities of teachers

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

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 special education needs, including a translation of any medical reports into English if necessary
- Parents communicate to the school all changes in their child's special education needs.

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.