# IBDP @ PGV

## Inclusion Policy

**Prva gimnazija Varaždin**
International Baccalaureate
Diploma Programme

# Inclusion Policy

## Diploma Programme
Inclusion Policy

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### Team for revision of this document
LEADER CAS Coordinator
IBDP Coordinator
Head of school
School pedagogue
Teachers

# 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.

# PGV Mission statement

We aim to provide students with the opportunity to develop their knowledge and skills according to contemporary educational practice. ¶ We want to develop curious, inquiring and knowledgeable young people who will understand, respect and care about others. ¶ Our goal is to produce future citizens of the world who will know how to accept challenges, how to act in global reality, be active lifelong learners and competitive collaborators within international society.

# 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

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

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

### 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.

# Contents

# 1. Introduction

The importance of acknowledging and celebrating differences among people is clearly indicated in the IB Mission Statement which emphasizes the importance of encouraging "students across the world to become active, compassionate and lifelong learners who understand that *other people, with their differences, can also be right*". ¶ This document aims to communicate to all of our stakeholders – parents, students, teachers and administrators – the expectations for creating and maintaining an inclusive educational environment for all our International Baccalaureate (IB) students as required by International Baccalaureate Organisation (IBO) and Croatian legislation, and supported by Prva gimnazija Varaždin (PGV). Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment (Learning diversity and inclusion in the IB Programmes, 2016, p.1).

# 2. Purpose of this document

The purpose of this document is to:

☞ Explain our philosophy  regarding learning support requirements (LSR) of our students;

☞ Describe the practices that ensure that the LSR of our students are identified early, assessed, and provided for;

☞ Describe school practice of recording and reporting on achievement of students with LSR;

☞ Inform the stakeholders about the inclusive assessment arrangements (IAA) available for candidates with assessment access requirement (AAR) during their preparation of work for assessment and in their examinations;

☞ Identify roles and responsibilities of all stakeholders.

# 3. Our philosophy regarding inclusive education

The IB supports the premise that schools should be organized in such a way that student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and interculturally aware (Learning Diversity in the International Baccalaureate Programmes, p.2). The following IB Standards and Practices define the requirements regarding inclusive education:

A9. The school supports access for students to the IB programme(s) and philosophy.
B1:5. The school develops and implements policies and procedures that support the programmes.
B2:8. The school provides support for its students with learning needs and support for their teachers.
C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
C3:6. Teaching and learning addresses human commonality, diversity and multiple perspectives.
C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.
C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.
C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

The IB supports the following principles of an inclusive education where:

☞ education for all is considered a human right

☞ education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student

☞ every educator is an educator of all students

☞ learning is considered from a strength-based perspective

☞ learning diversity is valued as a rich resource for building inclusive communities

☞ all learners belong and experience equal opportunities to participate and engage in quality learning

☞ full potential is unlocked through connecting with, and building on, previous knowledge

☞ assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated

☞ multilingualism is recognized as a fact, a right and a resource

☞ all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens

☞ all students in the school community have a voice and are listened to so that their input and insights are taken into account

☞ all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

☞ diversity is understood to include all members of a community

☞ all students experience success as a key component of learning. (Learning diversity and inclusion in the IB Programmes, 2016, p.5).

In concordance with the IB philosophy and Croatian legislative, at PGV we acknowledge that our students have different educational and learning needs, abilities, and goals, and that that their learning processes are diverse in terms of learning styles, means and rates at which they acquire knowledge and develop skills. Thus we aim to provide learner centred IB instruction wherein all students receive the necessary resources, guidance and accommodations, but also challenges needed for personal growth and success. This process of identifying, with each learner, the most effective strategies for achieving agreed goals is defined as differentiation and we are aware that it can be attainable if we nurture a culture of collaboration, mutual respect, support and problem solving.

# 4. Learning Support Committee

Learning Support Committee (LSC) is a school body responsible for ensuring that the student's learning support requirements (as listed in the document *Meeting student diversity in the classroom*) are assessed properly, that teachers are informed about appropriate approach to students with specific LSR and that there is a continuous monitoring of the student's response to various teaching differentiation techniques. LSC consists of school psychologist or pedagogue, the IB coordinator and at least one teacher.

# 5. Identifying and assessing students' learning support requirements

Since at PGV we offer (only) the Diploma programme, for the first two to three months of students' enrolment in the IB our pedagogical approach is mainly directed towards the students' adjustment to a new educational frame. During this time all teachers actively work on improving the students' understanding of the programme requirements, and help them to recognize their unique interests and strengths, as well as skills in need of improvement. At this time, students and their parents are also encouraged to share all existing relevant documentation and information about medical or other difficulties that may contribute to the students' LSR. These may include one or more of the following:

- ☞ Specific learning issues, language and communication disorders
- ☞ Social, emotional and behavioural issues
- ☞ Physical and sensory conditions
- ☞ Medical conditions
- ☞ Mental health issues

Teachers share their observations about students' adjustment and attainment at regular meetings in order to develop learner-centered teaching approach for each of our students. Special attention is due when a student's behaviour or attainment diverges significantly from the teacher's, parents' or their own expectations.

If there is existing documentation on student's LSR, the LSC instructs all the student's teachers about possible ways to meet student's needs in the classroom. ¶ If the observations of any of the stakeholders indicate that there is a possibility of any previously undetected or unreported LSR for a student, the LSC informs the student and parents about relevant professionals who can asses the student's LSR in accordance with the documentation required by the IB for assessment access require-

ment (see in Candidates with assessment access requirement, 2013). However, the monitoring of the student and tracking of the efficiency of various teaching approaches can start sooner then the documentation for the assessment access is delivered. As soon as the student and parents are informed about the need of an assessment of the student's needs based on any of the stakeholders' observations or concerns, the LSC instructs all the student's teachers to keep a record of their work with the student and the student's response to approaches they tried.

# 6. Meeting student learning diversity in the classroom

While some differentiation is needed and provided for each student, the IB identifies some specific LSR, as outlined in a document Meeting student diversity in the classroom (2013). LSC is thus responsible for informing all teachers about the IB recommendations for meeting students' specific needs at our school. The information provided for teachers may include:

- ☞ information about factors that affect a student's learning, particularly with regard to inquiry-based learning
- ☞ possible ways to respond to the student's needs
- ☞ possible ways to differentiate and match teaching approaches to the student need
- ☞ knowledge of technology that can assist in alleviating and removing barriers to learning

All teachers must also be acquainted with the four principles of good practice, as indicated by the IBO.

# 7. Principles of good practice

**1. Affirming identity and building self-esteem**
An affirmative model of identity ensures that all students are visible and valued. It is a model that challenges the tragedy model of disability where learners recognize that it is possible to make a difference in their own lives and society.

**2. Valuing prior knowledge through:**
- ☞ meaningfully assessing existing knowledge, strengths and interests recognizing that there may be gaps or overlaps in learning
- ☞ working with students to construct individual learning profiles to inform teaching and learning
- ☞ explicitly activating learners' prior understanding to promote new learning
- ☞ take into account prior learning when designing, differentiating and planning for new learning.

**3. Scaffolding**
A temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. It may include: graphics visual aids, demonstrations, dramatization, small, structured collaborative groups, teacher language, use of mother tongue or best language to develop ideas and initial plans.

**4. Extending learning** by combining high expectations with numerous opportunities for learner-centred practice and interaction with cognitively rich materials and experiences.

Given the wide range of possible differentiation methods suggested by the IBO, it seems fair to assume that students with LSR and their teachers will need sufficient time to get to know each other and to identify, through experience within each subject, the exact teaching and learning strategies that work well for them. ¶ Teachers should be prepared for a period of trial and error while implementing differentiation and are expected to demonstrate a reasonable degree of flexibility and patience

during that time. Students should commit to collaborating with their teachers and sticking to the agreements made with their teachers and should be aware that accommodations due to their LSR are only to be used on the long run if they prove to be efficient in practice. Differentiation shouldn't be done only according to written recommendations, but should be regularly reflected upon in terms of what works and what doesn't, and adjusted or updated when needed. This makes keeping the record of the work with a student very important.

# 8. Recording and reporting on attainment of students with LSR

Teachers are expected to record their work with students with LSR. Educational evidence may include one or more of the following:

☞ Teacher(s) observations 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 and the effects of such arrangements

☞ Sample of work done under timed conditions without the learning support/the assessment arrangements and with LS/AA

☞ Evidence of learning support and access arrangements in previous school or grades and their continuation in the DP

☞ Individualized educational plan

This documentation may be used to establish the evidence of need for assessment access requirement (AAR) since the IBO requests that the decisions on the type of inclusive assessment arrangements to be provided for a candidate must be strictly based on current individual requirements.

# 9. Assessment access requirement (AAR)

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized (Candidates with Special Assessment Needs, p.1). ¶ The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements. Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of attainment. The arrangements requested for a candidate must not give that candidate an advantage in any assessment component (Candidates with Special Assessment Needs, p.4).

The following is a list of accommodation arrangements that may be granted to candidates with AAR:
- An aid normally used by the candidate (for example a Braille slate, a hearing aid, a low vision aid, a magnifying aid)
- Appropriate seating arrangement
- Noise buffers
- Writing an exam in an separate room
- Additional time
- Rest periods
- Information and communication technology
- Clarifications by invigilators or designated readers
- Scribes
- Readers
- Communicators
- Prompters
- An assistant or a nurse

- ☛ Modifications to examination papers
- ☛ Audio recordings on examination papers
- ☛ Audio recordings of responses to examination papers
- ☛ Transcriptions
- ☛ Alternative venues for examinations
- ☛ Extensions to deadlines
- ☛ Assistance with practical work
- ☛ Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Program. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

Some of the inclusive assessment arrangements require authorization from the IB Assessment centre while others are available at the discretion of the coordinator or head of school. The LSC discusses the need and the adequacy of arrangements for each student with LSR, taking into consideration records and reports made by student's teachers and existing expert documentation.

# 10. Documentation for IAA

For inclusive assessment arrangements that require authorization from the IB Assessment centre the following documentation is requested by the IB:

**1. A psychological/psycho-educational/medical report from a psychological or medical service**
According to the requirements made by the IB 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.

According to the requirements made by the IB all psychological/psycho-educational reports must also:
- ☞ 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.

A medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

**2. educational evidence from the school described in the section** *Recording and reporting on attainment of students with LSR* **of this document**

All requests made by school for inclusive assessment arrangements must be submitted to the IB six months prior to an examination session, that is, November 15th for candidates registering for the May final examinations. That is why it is necessary for the candidate (and his parents) **to submit required documentation to the school by September 15th**. The medical/psychological reports should be congruent with the educational evidence, that is, with the actual student's and teachers' experience in the classroom. ¶ The school must obtain consent from the candidate, provided he or she is at the age of consent in their country, or from the candidate's parent(s) or legal guardian(s) for submitting the request for inclusive assessment arrangements.

# 11. Roles & Responsibilities

## Responsibilities of the School

☞ to provide guidance to students with LSR to help them make informed decisions concerning application to our program

☞ to raise staff awareness of the LSR of our students

☞ to provide resources for the implementation and continuation of the Inclusion Policy

☞ to make sure the program is in compliance with Croatian laws regarding students with LSR

## Responsibilities of the Learning Support Committee

☞ to make information about inclusion and differentiation available

☞ to teachers and students as appropriate and needed

☞ to encourage communication among teachers, and between teachers and students with LSR about learning support

☞ to ensure quality decision-making about learning support and assessment accommodations

☞ to nurture a culture of collaboration, respect, support and problem solving

## Responsibilities of the IB Coordinator

☞ to work collaboratively with faculty to support students with LSR

☞ to apply to the IB for students with AAR

☞ to provide examination accommodations as needed and approved by the IB

☞ to maintain discretion and confidence in providing special education needs services

## Responsibilities of the Teachers

☞ to identify struggling learners and refer the student to the counsellor or IB coordinator as needed

☞ to implement the appropriate interventions suggested by the LSC

☞ to maintain accurate records of students' progress

☞ to participate in all required training when available

☞ to maintain discretion and confidentiality in providing special education  needs services

**Responsibilities of the Parent**

☞ to communicate to the school all information and documentation regarding their child's LSR

☞ to communicate with the school regarding any changes in their child's LSR

☞ to provide documentation needed for IBO accommodation requests

☞ to play an active role in their child's education

**Responsibilities of the Student**

☞ to be proactive in asking for assistance from the school administrators, faculty, and staff

☞ to be an active participant in classes and meetings

☞ to follow all PGV and IB policies and procedures

☞ to accept their responsibilities and exercise their rights while respecting other people's rights

# 12. References

☞ Candidates with assessment access requirements, DP Cardiff: International Baccalaureate Organization (2013)

☞ Handbook of procedures for the Diploma Programme, Cardiff: International Baccalaureate Organization (2016)

☞ Learning diversity and inclusion in IB programmes, Cardiff: International Baccalaureate Organization (2016)

☞ Meeting student learning diversity in the classroom, Cardiff: International Baccalaureate Organization (2013)

☞ Programme Standards and Practices, Cardiff: International Baccalaureate Organization (2014)

☞ Pravilnik o osnovnoškolskome i srednjoškolskome odgoju i obrazovanju učenika s teškoćama u razvoju (Narodne novine, br. 24/2015.)

☞ Pravilnik o utvrđivanju psihofizičkoga stanja djeteta, učenika te sastavu stručnih povjerenstava (Narodne novine, br. 67/2014.)

☞ The IB guide to inclusive education: a resource for whole school development, Cardiff: International Baccalaureate Organization (2015) What is an IB education? Cardiff: International Baccalaureate Organization (2015)

☞ Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi (Narodne novine br., 87/2008., 86/2009., 92/2010., ispr. – 105/2010., 90/2011., 16/2012., 86/2012. – pročišćeni tekst i 94/2013., 152/2014.)

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