
SCHOOL INCLUSION POLICY

at II Liceum Ogólnokształcące im. Mikołaja Kopernika w Lesznie
z Oddziałami Dwujęzycznymi i Międzynarodowymi/ IB World School 004464

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”

(Learning diversity and inclusion in IB programmes, 2016)

In accordance with Poland's Education Law, IB World School 4464 implements objectives and tasks in compliance with legal regulations and incorporates content from the School's Education and Prevention Program, tailored to the developmental needs of students and the specific context of the community. This program aims to include all students in the educational process. Teachers, therefore, adapt teaching methods and approaches to meet the individual needs of students with special educational requirements, including specific learning difficulties. Adjustments for IB exams are made in accordance with the guidelines outlined in the IB Access and Inclusion Policy (September 2022). Below are the general principles followed during studies at II Liceum.

School's Responsibilities:

- Ensure conditions for harmonious physical and mental development as well as pro-health behaviors.
- Enable students to acquire the knowledge and skills specified in educational programs and to understand required concepts at a level that at least allows them to continue education at the next stage or to obtain a high school diploma.
- Foster conditions for developing civic and patriotic attitudes and respect for traditions.
- Take into account individual student needs and ensure equal opportunities.
- Provide conditions for developing independence, responsibility, and accountability for oneself and one's environment.
- Facilitate individual and group activities that benefit others.
- Organize activities, competitions, exhibitions, presentations, and events in cooperation with and at the initiative of students, student council, and parents.

- Allow students to develop individual interests and support their participation in competitions and academic Olympiads.
- Promote ecological knowledge among youth and foster attitudes toward environmental protection.
- Enable graduates to make informed decisions regarding further education or career choices.
- Educate children and youth on principles of rational nutrition and counter food waste.
- Promote knowledge of safety among children and youth and foster appropriate attitudes toward various threats, including those associated with information and communication technologies and emergency situations.

To effectively support students with identified needs, IB World School 4464 provides psychological and pedagogical support. This support, provided to students, their parents, and teachers, is voluntary and free of charge. The school principal is responsible for organizing this assistance.

The principal organizes support for the school in implementing psychological and pedagogical tasks, planning and conducting activities aimed at improving the quality of support provided.

Support for students' parents and teachers includes assistance in solving educational and instructional challenges and developing their skills to increase the effectiveness of the support provided. Support is offered in the form of advice, consultations, workshops, and training.

For students, psychological and pedagogical support involves identifying and meeting individual developmental and educational needs and recognizing the student's psychological and environmental factors that influence their functioning at school, to foster the student's developmental potential and create conditions for their active and full participation in school life and the broader social environment.

The need for psychological and pedagogical support arises particularly in cases of:

- Disabilities,
- Social maladjustment,
- Risk of social maladjustment,
- Exceptional abilities,
- Specific learning difficulties,
- Deficits in language competencies and linguistic impairments,
- Chronic illness,

- Crisis or traumatic situations,
- Educational challenges,
- Neglect related to the student's living situation, family conditions, leisure activities, and social interactions,
- Adaptational difficulties associated with cultural differences or changes in educational environments, including prior education abroad,
- Behavioral and emotional disorders.

Forms of psychological and pedagogical support include:

- Remedial classes,
- Classes that develop special talents,
- Classes that enhance learning skills,
- Classes related to educational and career planning,
- Workshops,
- Counselling and consultations.

Parents or adult students are informed about the need for psychological and pedagogical support.

Parents or adult students are promptly notified by the principal of the forms, duration, and schedule of the support provided.

Teachers and qualified specialists provide psychological and pedagogical support tailored to the type of activity.

If a teacher or specialist identifies a student requiring support due to developmental or educational needs, the class teacher is promptly informed.

During temporary school closures or the suspension of in-person classes, psychological and pedagogical support continues to be organized and provided.

If necessary, IB World School 4464 adjusts educational requirements according to the following guidelines:

- Teachers must individualize instruction according to the student's developmental and educational needs and psychological capacities.

- Teachers are required to adjust educational requirements based on recommendations from a psychological and pedagogical counselling centre or other specialist institution for students with developmental or learning difficulties.

Educational requirements are adjusted for students:

- With a statement of special educational needs – based on the statement and the individualized educational-therapeutic program.

- With a statement requiring individualized instruction – based on the statement.

- With an opinion from a psychological and pedagogical counselling centre, including specialist institutions, indicating the need for such an adjustment – based on this opinion.

- Without a formal statement or opinion, but receiving support based on individual needs assessed by teachers and specialists.

- With a medical opinion on limited ability to perform specific physical exercises – based on the opinion.

The principal may excuse a student from some required classes due to health conditions, learning difficulties, disabilities, or qualifications.

Examinations at IB World School 4464 follow IB guidelines. Nevertheless, there are possibilities for adjustments, inclusion, and support. Any adjustments follow IB procedures outlined in the Access and Inclusion Policy (2022), updated annually.

Requests for exam accommodations are submitted by parents or adult students to the DP coordinator and must be supported by current specialist assessments or relevant documentation from a psychological and pedagogical counselling centre. It is the applicant's responsibility to provide English translations of the documents.

All psychological or medical assessments must be conducted within three years of the requested exam. However, the IB may be flexible with documentation dates for students with permanent sensory or physical challenges.

Two forms of documentation are required when requesting accommodations:

- A psychological or medical report, and

- documentation provided by school.

The IB may review and verify the supporting documentation for approved requests and reserves the right to seek clarification or amend inclusive arrangements as necessary.

A complete list of accommodations and their applications can be found on pages 27-33 in the Access and Inclusion Policy (September 2022).

Decisions regarding examination accommodations for students' specific needs are made by the IBO.

In the preparation of this document the following publications have been used::

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; Access and inclusion policy (2022) / Polityka włączenia i dostępności (2022), Programme standards and practices (published 2028 updated 2024) / Standardy i praktyki programu IB (2018 r., ostatnia aktualizacja 2022 r.); Diploma Programme Assessment procedures 2024 / Procedury oceny programu dyplomowego 2024r.; Developing and aligning a school inclusion policy with the Programme standards and practices (February 2023)/ Opracowanie i dostosowanie szkolnej polityki włączenia i do standardów i praktyk Programu (luty 2023).

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