

INCLUSION POLICY

The IB Diploma Programme

A document prepared by ISO staff

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The International Baccalaureate's 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 organisation works with schools, governments, and international organisations 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 1st International School of Ostrava Mission statement

Our mission is to create an engaging inquiry-based learning environment where students can excel, develop vital life skills, fulfil their potential, and ultimately maximise their success in today's world to become dynamic, competent, compassionate, and caring members of a global society.

The Learner Profile

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.

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 challenge 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 recognise 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.

Inclusion Philosophy

Inclusion at the 1st International School of Ostrava is an ongoing process to increase access and engagement in learning for all students by identifying and removing barriers to learning. It involves change and is facilitated in a culture of collaboration, mutual respect, support, and problem-solving. According to the IB philosophy, it is a “whole-school educational approach to which all schools should aspire.” As such, we promote a culture of tolerance and encourage the students and teachers to be **caring** and **principled**.

1st International School of Ostrava is committed to providing an education for its students in a caring and supportive environment. The aim is for all students to achieve their full potential. Barriers to learning and assessment are not restricted to those with special needs. Our teaching approach incorporates differentiation for students’ learning needs and styles. To achieve this goal, some of our students may require supplementary lessons, additional resources, classroom support, or the provision of specialised equipment. In all cases, the aim is to identify and remove barriers to integrating all students socially and academically.

Admission of candidates with diagnosed Special Educational Needs

Students who fall within the Special Educational Needs definition include:

- Pupils with learning difficulties and disorders
- Pupils with physical and sensory disabilities
- Pupils with emotional and behavioural disorders
- Pupils with other special needs
- Gifted and talented pupils

Parents are requested to complete a Special Educational Needs Declaration during the admission process. The Special Needs Coordinator will meet parents and pupils to build a picture of the individual, their particular strengths, and their specific learning difficulties. The pupil may be advised to undergo an evaluation by a specialist.

If needed, an **Individual Educational Plan** will be formulated based on the evaluation data. The Individual Educational Plan is shared with parents and teachers and the Support Team (School Psychologist, Academic Counsellor, and Preventive Care Coordinator). The Individual Educational Plan is reviewed after each semester and contains short-term targets and special learning strategies and arrangements.

Role of Special Needs Coordinator

The Special Needs Coordinator is responsible for coordinating the special needs team and for ensuring the provision of special needs support for all pupils identified as having special needs. In particular, the Coordinator will:

- Read, interpret and disseminate information from psychological reports and pedagogical-psychological counselling centre reports
- Work with and support where possible subject teachers who work with pupils with special needs
- Allocate additional teaching hours to pupils, as appropriate
- Organise appropriate teachers for these hours, as appropriate
- Organise continued testing of pupils, on an annual and individual basis, where deemed necessary
- Liaise with parents, internal support groups, the relevant Class Teacher and outside bodies, as appropriate
- Source resources for use with special needs pupils
- Organise reasonable examination accommodation, where appropriate
- Seek to identify students with specific learning difficulties.
- Coordinate Individual Educational Plans
- Keep all records regarding student progress in the area of special needs

Special Educational Needs Form

SPECIAL EDUCATIONAL NEEDS DECLARATION

So we can better serve your son/daughter's educational development, we request that you declare if your son/daughter has been diagnosed with any of the following conditions.

Condition:	Diagnosed? Yes/No	Specifications:
Autism		
Attention-Deficit/Hyperactivity Disorder		
Asperger's Syndrome		
Dyslexia		
Dysgraphia		
Hearing impairment		
Visual impairment		
Other learning disability		
Other special needs		

If your son/daughter has been diagnosed with any of the above conditions, please provide documentation to the Class Teacher at your earliest convenience.

Parent/Guardian Name: _____ Signature: _____ Date: _____

Assessment of students with special educational needs and exceptionally gifted students

- a) The evaluation and classification of the learner are based on the knowledge of the signs of disability and apply to all subjects in which the disability of a learner is manifested.
- b) In the process of evaluating and classifying the pupil, teachers highlight motivational aspects of evaluation, assessing the phenomena that the student mastered. When assessing it is recommended to use various forms of assessment, for example, scoring, evaluation indicating the number of errors, and so on.
- c) The class teacher discusses the method of evaluation with the school special needs counsellor and other teachers.
- d) The class teacher informs the other students in the class of the essence of an individual approach and the evaluation and classification of the learner.
- e) Determination of an exceptionally gifted student is carried out in collaboration with the local education counselling facility.
- f) For exceptionally gifted pupils, school principals can form groups in which students of the same or different grades can study together in some subjects.
- g) Exceptionally talented students may be provided with an individual study plan. Individual Educational Plan is based on the curriculum of the school, and its content and performance are governed by Decree No. 73 /2005, as amended.
- h) An exceptionally talented student may be transferred to a higher grade without completing the previous year, and after passing the examination before the commission. (This procedure can be performed only before the IBDP programme). Commission composition and documentation of the test is governed by Decree No. 73 /2005, as amended. The date, content, form, and temporal distribution of the test are set by the school principal.

Types of special assessment possibilities in the IB Diploma Programme

Where necessary, the IB coordinator, with the help of the school counselling services, will apply for any of the following special assessment possibilities:

Additional time: May be authorised for written examinations and certain activities connected to internal assessment. Usually, the time allotted to the candidate is increased by 25%.

Rest periods: A candidate may be allowed supervised rest time, during which the candidate is not allowed to work on the examination.

Information and communication technology: Candidates may be allowed to use a computer to respond to a written exam. Only technology allowed by the IB may be used in any one particular written exam.

Scribes: A scribe is a person who writes down the dictated response of a candidate for external and/or internal assessments/exams if the candidate is unable to provide a response by hand or by computer.

Readers: A reader may read the examination paper and the candidate's response aloud. The reader must not explain or help in responding to the question/exam.

Communicators: For hearing-impaired students, a communicator can convey information through the use of lip-speaking, finger-spelling, or sign language and may be used during examinations.

Prompters: For candidates with neurological or cognitive disabilities resulting in severe attention problems, prompters can ensure a candidate is attentive to the exam.

Modifications to examination papers: For candidates with visual or hearing issues, modifications can be made to examination papers (braille, special print, etc.).

Audio recordings of examination papers: The IB may provide an exam paper on a CD, but this is a limited service only for exams with no visual material. This includes illustrations, diagrams, tables, and sketch maps.

Audio recordings of responses to examination papers: If a candidate is unable to make a handwritten or word-processed response to an exam question (and a scribe is not a viable alternative), a candidate may be allowed to give an audio-recorded response to an exam question.

Transcription: Transcription is justified when a candidate with a specific learning issue, or a physical disability, has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed.

Alternative exam venues: The IB may authorise a candidate to take an exam at home or in a hospital if the candidate is too ill to attend school when this is supported by professional medical advice.

Deadline extensions: If illness or accident prevents a candidate from completing work in time for the coordinator to submit the work, extended time might be authorised.

Assistance with practical work: For candidates with a physical disability, the IB may authorise the candidate to have assistance with practical work, often confined to internal assessment.

The provision of counselling services at school

- a) Provision of Advisory services at the school are provided by educational special needs counsellors, school psychologists, and preventive care coordinators who collaborate with class teachers, the IB coordinator and other educational staff. The school also cooperates with the local pedagogical-psychological counselling centre.
- b) Advisory services at the school are focused on:
 - Prevention of school failure
 - Prevention of social pathologies
 - career guidance
 - integration of students from different cultural and social environmental backgrounds
 - care for gifted students
 - Long-term care for students with lower academic performance
 - Methodological support of teachers
 - identifying a learning support student who hasn't come in with a diagnosis
 - constructing a tailor-made learning environment and providing special assessment conditions