



VI LICEUM
OGÓLNOKSZTAŁCĄCE
im. Adama Mickiewicza w Krakowie



IB Diploma Programme

Inclusion Policy

VI Liceum Ogólnokształcące
w Krakowie



Kraków

SZKOŁA MIASTA KRAKOWA

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'S MISSION STATEMENT

VI Liceum Ogólnokształcące in Kraków aims to develop knowledgeable students and independent thinkers as well as open-minded and caring people who communicate and live in harmony with others all around the world.

To this end the school nurtures students' interests: offers a wide range of subjects and extracurricular classes, collaborates with universities and cultural institutions as well as challenges students to participate in various competitions.

It is our mission to develop internationally-minded young people, who appreciate their national heritage while at the same time understand and respect other cultures and world-views. Therefore, the school puts special emphasis on students' language learning and engages in numerous international student exchanges and projects.

Of great importance to us is also providing guidance to students on how to leverage the opportunities presented by the contemporary world and instilling in them skills that will empower them to seek admission to their preferred universities both in Poland and abroad. However, above all, we want to show to our students that personal development is a continuous and lifelong journey. We encourage all our students to embrace this perspective, treating education as a life project.

IB LEARNER'S 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. IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective -They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

INTRODUCTION

VI Liceum Ogólnokształcące w Krakowie recognizes the need to support students with special educational needs and to identify and remove barriers to learning. The school provides care for every student and actively encourages inclusion and diversity.

Inclusion is part of the school's mission. All members of the school community are responsible for creating an atmosphere of quality, equality, inclusion, and diversity. The school promotes inclusive solutions to facilitate the learning and assessment process, and strives to remove all physical barriers within the school building. Plans are underway to adapt the building's infrastructure to the needs of people with disabilities, including the construction of an elevator, among other things.

FOUR PRINCIPLES OF GOOD PRACTICE

The school recognizes four principles of good practice that promote equal access to the curriculum for all students:

1. The school embraces the diversity of students and assists them in building their identity and sense of self-worth.
2. The school utilizes students' prior knowledge and differentiates tasks to aid them in acquiring knowledge.
3. The school helps students develop learning strategies and supports their independence.
4. The school enhances students' learning process by providing broad access to cognitively rich materials.

LANGUAGE LEARNERS

The school acknowledges that students, as language learners, have their own strengths, and language learning poses challenges for them. Understanding language instruction can be functionally diverse among students. The school enables students to create their own learning plans and language profiles, taking into account their background and native language. The school recognizes that multilingualism is a fact, a right, and a value.

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

VI Liceum Ogólnokształcące w Krakowie supports students with special educational needs by removing barriers in learning, fostering an atmosphere of equality, inclusion, and diversity within the entire school community. Additionally, the school develops and implements guidelines for supporting students with special educational needs.

Teachers

Teachers adapt the methods and approaches to the individual needs of students with special educational needs, including specific learning difficulties, based on recommendations contained in opinions and rulings for special education issued by psychological and pedagogical counselling centres, they cooperate with school psychologist /counsellor.

School psychologist / counsellor

The school counsellor provides assistance in the field of psychology and pedagogy, diagnoses the individual needs of students, supports students and their parents, cooperates supports with teachers and collaborates with psychological and pedagogical counselling centres providing professional assistance and tailored guidance.

Career counsellor

The school career counsellor conducts sessions related to choosing educational paths and professions, taking into account students' abilities, predispositions, and interests. Additionally, they support teachers and school initiatives aimed at the most advantageous educational development of students.

Technological solutions

The school enables and allows the use of available technological solutions and supportive devices, such as calculators, computers, and visual aids like magnifying glasses.

REMOVING BARRIERS TO LEARNING

In line with strategies for removing learning barriers and supporting students with special educational needs, teachers create a supportive and positive environment where every student feels a sense of belonging, safety, and self-worth. On the basis of recommendations issued by psychological and pedagogical counselling centres teachers adjust the methods and approaches to the individual needs of students with special educational needs, including specific learning difficulties, in accordance with the guidelines outlined in the document published by IBO *“Meeting student learning diversity in the classroom”* (2019).

The school documents the learning process of students with special educational needs as well as the adaptation of methods and approaches to their individual needs.

INCLUSIVE ACCESS ARRANGEMENTS

Due to the fact that standard assessment conditions may put students with special educational needs, including specific learning difficulties, at a disadvantage, the school implements inclusive access arrangements by adjusting the conditions of teaching, learning, and assessment to remove or reduce these barriers.

The school follows the guidelines and procedures of the IBO organization regarding access and inclusion during the course of study, assessment, including examinations, as specified in *Access and Inclusion Policy* (2023) and *Diploma Programme Assessment procedures* document, issued and updated annually before each examination session by the IBO organization.

Examples of inclusive arrangements for examinations NOT requiring IB authorisation:

- a separate examination room
- appropriate seating
- the use of a hearing aid, earplugs, a visual aid or a magnifying aid
- rest breaks required due to medical conditions

Examples of inclusive arrangements for examinations requiring IB authorisation:

- access to modified papers (e.g. print, colour)
- access to additional time
- access to writing (e.g. scribe, word processor, word processor with spellchecker)
- access to calculators
- access to extensions to deadlines
- access to deferral of external assessment
- additional opportunities to retake exams

The request for access arrangements during the International Baccalaureate examination for an individual student, along with the documentation, is submitted by the student and/or parents to the IB DP coordinator at the school within the designated time frame. The application must include documentation issued by a psychological-pedagogical counselling centre or other specialized counselling centres, along with a sworn translation into English.

The application must be submitted by the IB DP coordinator to the IBO organization no later than November 15th of the second year of the IB Diploma Programme. The decision to grant access arrangements to individual students is made **solely** by the IB organization.

ADVERSE CIRCUMSTANCES PROCEDURE

In the event of unforeseen circumstances such as illness, accident, exceptional or difficult family situation, and the candidate's inability to meet the requirements of the IB International Baccalaureate examination, the IB DP coordinator, upon the student's request, applies to the IBO to initiate the so-called "adverse circumstances" procedure. The application must include appropriate documentation along with a sworn translation into English. In the event of a positive decision issued by the IBO organization, the student may be entitled to an extension of the deadline, an increase in grade, initiation of an incomplete assessment procedure, or deferral/postponement of the subject to the next examination session. Further details regarding the adverse circumstances procedure are outlined in the IBO Diploma Programme Assessment Procedures document, issued annually.

This document was prepared in accordance with "*Regulation of the Minister of National Education of August 9, 2017, on the principles of organizing and providing psychological and pedagogical assistance in state preschools, schools, and institutions*" (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) and the publications published by the IBO: *Learning diversity and inclusion in IB programmes. Removing barriers to learning*, 2020; *Meeting student learning diversity in classroom*, 2019; *Access and inclusion policy*, 2023; *Diploma programme assessment procedures*, 2024, *Programme Standards and Practices*, 2022..

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